

**USING AUDIO VISUAL AIDS TO IMPROVE STUDENTS'
INVOLVEMENT IN THE TEACHING AND LEARNING PROCESS OF
THE THIRD GRADE STUDENTS OF SD N KRAPYAK I SLEMAN,
YOGYAKARTA IN THE ACADEMIC YEAR 2012/ 2013**

A THESIS

Submitted as Partial Fulfillment of the Requirements for the Attainment of a

Sarjana Pendidikan Degree in English Language Education



By

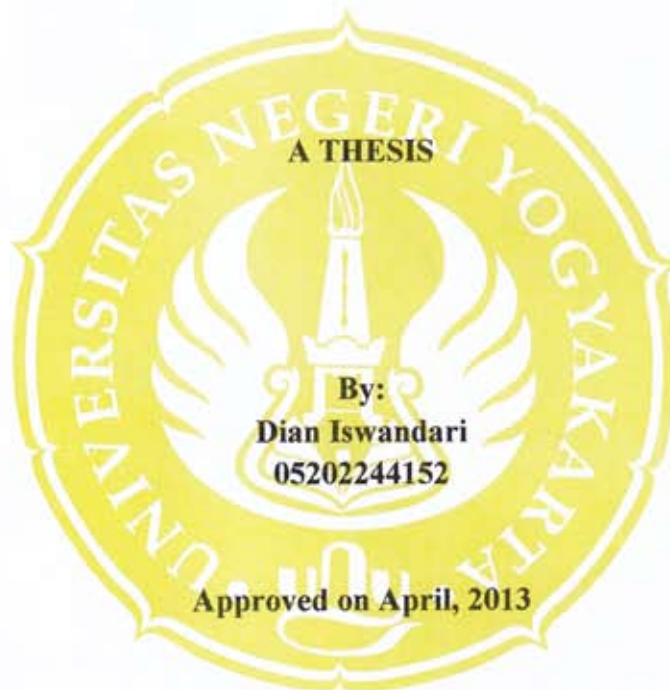
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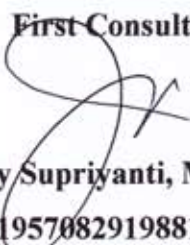
**ENGLISH EDUCATION DEPARTMEN
THE FACULTY OF LANGAUGES AND ARTS
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2013**

APPROVAL


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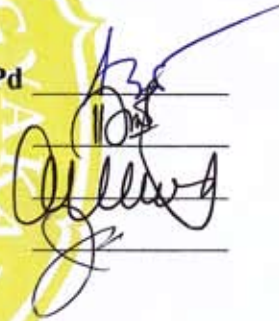
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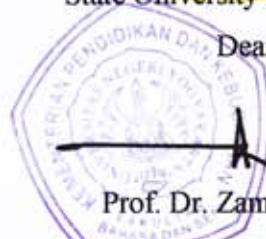
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, April 2013

Penulis,



Dian Iswandari

MOTTOS

**...If you help Allah, Allah will help you
and make you strong
(Q.S. Muhammad:7)**

So, verily, with every difficulty there is
relief.
Verily, with every difficulty there is relief.
(Q.S. Al InShiroh 5-6)

DEDICATIONS

This thesis is especially dedicated to:

- ✚ The only One God “Allah SWT”
- ✚ My Dien “ISLAM”
- ✚ My Beloved Parents Bp. Jumadi& Ibu Supriyati.
- ✚ My beloved sisters (Mbak Santi, Mbak Linda, Mbak Ema) & my twin who always support& pray for me.
- ✚ My uncle and My Aunts.
- ✚ My boarding house family “El qowi”. May Allah always bless you.
- ✚ My friends Nisa, Putri, Zico, Luci, Ayuk, Lindi, Ria. Thanks for your help and support.

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Praises be to Allah SWT, the Most Merciful and the Almighty, who gives me chance, help, and strength to finish this thesis.

I would like to express my gratitude and appreciation to the people who have helped me and supported me, during the process of finishing this thesis:

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Finally, I do realize that this work is still far from being perfect. However, I hope this thesis gives a contribution to all of the readers.

Yogyakarta, April 2013

The writer

Dian Iswandari

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ABSTRACT

The objective of the research is to know whether audio visual aids can be used to improve students' involvement in the teaching and learning process at the third grade students of SD N Krapyak I, Sleman, Yogyakarta in the academic year 2012/ 2013. It was hoped that the use of audio visual aids would improve the students' involvement in the teaching and learning process.

The research was carried out through action research which is consist of four steps; reconnaissance, planning, implementing and observing the actions, and reflection. The data collection techniques were observation, documentation, and interviews. The data were in the forms of field notes and interview transcripts. To get the trustworthiness of the data, the triangulation technique was used. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalic validity and dialogic validity.

The results of the research are firstly, audio visual aids improved students' involvement. The students actively participated and enthusiastically responded in the teaching and learning process. Secondly, audio visual aids could be used in all phases of video based teaching activities i.e. pre- viewing, while- viewing, and post- viewing. However, the careful planning including the choosing of suitable audio visual aids is required. Thirdly, the using of classroom English familiarized the students with English. Fourthly, using of gesture and body movement helped the students responded the teacher instruction. The variation of pictures and games encouraged the students to focus on learning and involved in the teaching and learning process.

CHAPTER I INTRODUCTION

A. Background of the Study

Today, teaching English is not only given to students in Senior and Junior high school. Based on school based curriculum, government include English subject as a part of subject studies to be taught in elementary school. It aims to provide and facilitate learners to be more prepared and confident to learn in the higher levels.

In the English teaching and learning process there are four language competences: performative, functional, informational, and epistemic (Depdiknas: 2008). For Elementary school, the goal on this level is performative competence. It means that, the graduates of elementary school are expected to understand English in a very specific context.

To reach this goal, students' involvement is the important factor in learning process. According to Astin (1999: 2), student involvement refers to the quantity and quality of the physical and psychological energy that students invest in their school to get experience. It means that, students involve actively in teaching and learning process while students are comfortable and enthusiastic. They want to get more than they have in learning. The quality and quantity of students' involvement also give impact on the achievement of their competence.

Teaching English to young learners is different from teaching it to adults. A teacher must be aware that they are children and they are different from adults. According to Linse (2005: 3), teaching English for young learners needs to

consider children's social/ emotional, cognitive, and physical development. They as young learners have specific learning needs. The teacher's awareness about learners' need will support the learners' opportunity to get the more experience in learning.

To make the students interested in learning English, teachers can use media. In education world, the presented media gives many advantages for teachers and students. For teachers, media is used to achieve the learning objective. It also helps them to explain the materials. The various media that are used by teachers in teaching English can support the quality of teaching and learning process. Moreover, the advance of technology extends the influences of education development. The product of advances technology such as electronic media became one of many choices to optimize the learning process like internet, video, power point, etc. While the teacher used media in teaching, it helps students understand the material clearly, make the learning process interesting, and motivate them to involve actively in learning process.

So, one of the ways to improve students' involvement in teaching and learning process is the use of media. Using media in the classroom is very important because they can improve the quality of the teaching and learning process. Moreover, the use of media also helps the students to comprehend the lesson more easily. There are three types of media that can be used in teaching and learning process. They are 1) audio aid: tape, radio, mp3; 2) visual: pictures, poster, flash card, etc; 3) audio visual aid: television, video, VCD, computer, etc. In this research, researcher chooses the media as the aid to improve students'

involvement especially audio visual aid. Audio- visual aid is the combination from audio and visual media Instructional. The effect of using this media is almost twice than audio only or visual media only (Sugeng, 1997: 116). Audio-visual media as teaching aids are needed to help the student's understanding and to increase students' knowledge. It is also stimulate the student's motivation in learning English.

B. Identification of the Problem

There are many aspects which can affect the student's involvement in teaching and learning process. The factors are students, teacher, materials, setting and facilities.

The first factor that can affect the students' involvement is students. Every student has different competence and personality. The students' competence will influence their involvement in teaching and learning process. Commonly, students' competence include cognitive, psychomotor, and affective. Cognitive competence is related to the knowledge and intelligence. With both knowledge and intelligence ability, it will be easier for students to understand and follow teachers' instruction as long as teaching and learning process. Psychomotor aspect is related to physical and sensorimotor movement. Both, physical and sensorimotor movements are used by students to learn such skills like listening, reading, speaking, and writing. Affective aspect is related to attitude. Positive attitude from the students will determine the quality and quantity of their

involvement in learning process. If students enjoy the class, they will be more motivated and participated in teaching and learning process.

The second aspect is teacher. A teacher is the one who is responsible in the teaching and learning process. Teachers should create interesting activities for the students and build a good atmosphere in the process of teaching. In elementary school teachers have dominant influence in learning process. Teachers have various roles in classroom. They can act as parents, friends, teachers, motivators, organizers, and coordinators. By knowing what students' interest, teachers will be able to engage and motivate them in English subject.

The third is materials. Teaching materials has a big impact on the students' involvement. Materials used in the classroom can be books, workbooks, dictionaries, newspaper, and magazines. Teachers must be aware that not all materials is suitable for students especially children. So, choosing the appropriate materials are suitable for learners.

For students in elementary school various media attract them to join in class activities. It is because young learners have a big carious with a new thing. So, the use of media in teaching will improve the student's involvement and the quality of learning process.

The last is facilities. School facilities are needed to support the learning process in classroom. Students will be interested in learning if they found complete facilities in their class. They are not bored and follow the learning process enthusiastic.

Based on the research in the third grade student of SD N Krapyak I, researcher found problems. The first problem was related to the children. They had a very low involvement in the teaching and learning process. They ignored the teacher's talk and did not pay full attention to the teacher's explanation. The next they got bored easily with the monotonous activities, so they began disturbing their classmates and did something which was not related to the lesson.

The second problem was related to the teacher. The teacher rarely used various activities in teaching English. It made teaching and learning process was monotonous. The English classroom instruction was rarely used in the class. So, the students were not familiar with English classroom instruction. Another problem is material. She used course books and LKS in teaching and almost every meeting the students only worked the exercises on those books. The teacher always wrote the material on the blackboard in every meeting and students copied it on their book.

The next problem is media. Media were really needed to support the teaching and learning process. Besides, it made the learning process more interesting, it made the classroom atmosphere colorful. As long as the researcher conducted observations, the researcher never found the teacher brings the media in classroom. The last problem is facilities. This school has a computer laboratory, LCD, and laptop but the teacher never used those facilities as media in teaching and learning process.

Based on the observation at the third grade student of SD N Krapyak I, researcher found some problems. The first problem was related to the students.

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C. Limitation of the Problem

Based on explanation above, the researcher only focused on using Audio-visual aids especially video to improve students' involvement in the English teaching and learning process to third grade students of SD Krapyak 1, Sleman, Yogyakarta.

D. Formulation of the Problem

The formulation of the problem that can be proposed in this research is in the following question:

- How can Audio visual aid be used to improve students' involvement in the English teaching and learning process?

E. Research Objective

In line with the formulation of the problem above, the objective of this study is to know whether audio visual aid can be used to improve students' involvement in the English teaching and learning process.

F. Significance of the Research

In this study the researcher expects that the research has some significances both theory and practice.

1. Theoretically
 - a. The result of the research give useful input in English teaching and learning process especially to improve students' involvement using audio visual aid.

- b. This research will enrich the theory of teaching English to young learners using audio visual aid.

2. Practical

- a. For the teacher, the research results will help the teacher to solve the problems in teaching and learning process. The research also gives another alternative method to teach English to young learners. Moreover, it can help the teacher to improve students' involvement in classroom activities.

- b. For the others researcher

This research may be used as the reference for others researcher to explore their ideas about the useful of technology especially audio visual aids to improve students' involvement in the English teaching and learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter contains literature review and conceptual framework. The literature review is the description of theories and definitions relevant with the research to get legitimate concept, while conceptual framework describes the relationship among the analyses of the study.

A. Literature review

1. Teaching and Learning English to Children

a. The Characteristics of Children

The third grade students are the children between eight to nine year olds. According to Ytrberg and Scott (2004: 3), children between eight to ten year olds have characteristics as follows:

- 1) Their basic concept is formed.
- 2) They can tell the difference between fact and fiction.
- 3) They ask questions all the time.
- 4) They rely on the spoken word as well as the physical world convey and understand meaning.
- 5) They are able to make some decisions about their own learning.
- 6) They have definite views about what they like and don't like doing.
- 7) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- 8) They are able to work with others and learn from others.

Moreover children are believed to be the most successful language learners. Brewster and Ellis (2002: 27) note that young children seem to have a greater facility for understanding and imitating what they hear than secondary school students. According to Brewster and Ellis (2002: 27-28) young children are different from older learners because children in general are fully energy and

almost need to be physically active almost all the time. They will get bored soon when they have nothing to do physically. They demand a wide range of emotional needs from their surrounding and cannot manage their own emotion. They are also slower in learning and quickly forget what they have learnt. They still have high self orientation. However, they also have an excellent ability to mimic. They can only concentrate for a long time if they are really interested.

In addition, Harmer (2001: 38) mentions that children respond to meaning, moreover when they do not understand individual words. They also often learn indirectly rather than directly. Children learn from everything around them. They learn about what they see and what they hear rather than only focusing on the precise topic given to them. They always want to know much about situation happening around them. Furthermore, children also have a limited attention span. They easily get bored and they will lose their interest after ten minutes although they are given activities, which are extremely engaging.

From the definitions above, it can be concluded that children are special humans whose characteristics are different from adults. Children learn enthusiastic when they were interested and enjoyed. Children are also good learners because they can use anything as the media to get the knowledge.

b. Teaching Foreign Language for Children

Kresen in Linse (2005: 12) states that in teaching language to young learners, teachers should have an understanding that the process of language acquisition is different from the process of language learning. Language acquisition is the natural process in which the children develop the language skill in their native

language. In this process, children require an environment as a media to develop their language skill such as home. The term language learning is often used to describe the more formal approach to language instruction. Language learning usually refers to the language instruction that takes place in classroom.

Moreover there are many different ways that can be done to support children's language acquisition and learning. Vigotsky in Linse (2005: 14) mentions that social interactions and experiences based on the context will influence the advance of children's language learning. It means that the central focus of children language development and learning take place in social context. In the social context, the interaction between children and adults support the children as language learners. Vigotsky in Linse (2005: 14) added that the support can be given to a child within the child's Zone of Proximal Development (ZPD). The Zone of Proximal Development defined as the area of support provided so that a child can accomplish a task or work she/ he could not do on her/ his own.

According Bruner in Cameron (2001: 8), language is an important tool for cognitive development. He also adds that adults use language to mediate children and help them to solve problems (Brunner 1983, 1990). This help is called 'scaffolding'. Involving American mothers and children, parents who scaffolded tasks affectively for children did the following:

- 1) They made the children interested in the task.
- 2) They simplified the task, often by breaking it down into smaller steps.
- 3) They kept the child on track towards completing the task by reminding the child of what the goal was.
- 4) They pointed out what was important to do or showed the child others ways of doing parts of the tasks.
- 5) They controlled the child's frustration during the task.
- 6) They demonstrated an idealized version of the task.

In addition, Wood in Cameron (2001: 9) suggests that teacher can scaffold children's learning in various ways, such as teachers can help children to attend to what is relevant by suggesting, praising the significant, and providing focusing activities. They can also help children to adopt useful strategies by encouraging rehearsal. In addition, they can help children to remember the whole tasks and goals by reminding, modeling, and providing part-whole activities.

In classroom, teachers can apply the routine in classroom management. This is features of events that allow the scaffolding taking place and combine the security of the familiar with the excitement of the new. So, the teacher can see how classroom routine, which happens every day, may provide opportunities for language development.

c. Principles in teaching English to young learners

Referring to theories above, it is known that every child has different needs and different characteristics in learning English. To create the effectiveness in teaching, teachers should provide children opportunities to use language as communication tools between teachers and learners or among learners themselves. Scott and Ytreberg (2004:5) state that teachers should do some principles to get the successful in teaching process. The principles are as follows:

- a) Words are not enough for children. It means that teachers should be used facial expression, gestures and body language to explain about language to children. The teacher also can used media or aids like pictures, song, video etc to motivate them in learning language.

- b) Children should play with the language. It implies that teachers should be creative in introducing language for children. They should let the students talk to themselves even talk nonsense, make up rhyme, sing songs, and tell stories. Students should have the experience in using the target language. Playing with the language is natural in the first language development.
- c) Language should be learned as language. It is still hard for children to understand language without accompanied by facial expression body movements, gestures, etc. It is the teachers' job to develop the students' awareness of language.
- d) There should be variety in the classroom. It means that teachers should do variety principles in the classroom. It also implies that they should be creative worker. They should use Variety of activity, variety of place, variety of organization, and variety of voice in classroom.
- e) Teachers should do are routines. They should have systems and routines. They also should organize and plan the lessons. It can make students familiar with the situation and activities.
- f) Cooperation is not competition. It relates to how teachers create an atmosphere of involvement and togetherness, such as working in group or in pair. It is a good way to prepare students to cooperate each others.
- g) Children have an amazing ability to absorb language through play and other activities which they find enjoyable. So, teaching grammar should

be introduced by only including the barest minimum as long as teaching and learning process.

- h) Teachers should give an assessment to students. It is because in teaching and learning language, assessment is important to know and to measure children progress in learning the language.

In addition, Cameron (2001:19) states some principles that must be considered by teachers about young children in learning a foreign language. Those principles are:

- 1) Children actively try to construct meaning

Children actively try to 'make sense', i.e. to find and construct a meaning and purpose for what adults say to them and ask them to do. They can only make sense in terms of their world knowledge, which is limited and partial.

- 2) Children need space for language growth

In both language and cognitive development, the ZPD or immediate potential of the child is important for effective learning. Routines and scaffolding are two types of language using strategies that seem to be especially helpful in making space for children's growth.

- 3) Language in use carries cues to meaning that may not be noticed

Children need skilled help in noticing and attending to aspects of the foreign language that carry meaning. Since they cannot benefit much from formal grammar, and other ways of doing this have to be found.

- 4) Development can be seen as internalizing from social interaction

Language can grow as the child takes over control of language used initially with other children and adults.

- 5) Children's foreign language learning depends on what their experience is. There are important links between what and how children are taught, and what they learn. Within the ZPD, the broader and richer the language experience that is provided for children, the more they likely to learn. Foreign language lessons often provide all or most of a child's experience of the language in use; if teachers want children to develop certain language skills, they need to ensure that children have experiences in lessons that will build those skills.

The activities that happen in classrooms create a kind of 'environment' for learning and, as such, offer different kinds of opportunities for language learning. Part of teaching skill is to identify the particular opportunities of a task or activity, and then to develop them into learning experiences for children.

2. Methodology in Language Teaching for Primary Level

a. The Audio-lingual Method

Audio-lingual Method drills students to form the habit. There are two important features of audio-lingual method that can be easily adapted for young learners. The First feature is drill. It is aimed at getting learner to practice to use the pattern that occurs in language. The second is substitution drill. It is built after the teacher show the drill and the students repeat the lines.

b. The Total Physical Response (TPR)

Asher (1977) in Linse (2005: 30) mentions that the way very young children acquire language. He states that babies spend the first of their life just listen the language although they are not speaking; they are still user's language because they are physically respond to what has been said. TPR is very popular with young learners because it develops listening skills and introduces new language in a very visual and contextualized way involves activity and movement. TPR has four positive aspects. Firstly, it utilizes the auditory, visual, and tactile learning channels. It means that children have a chance to use all tree channels: they listen, watch and do the commands themselves. Secondly, TPR helps to teach children to follow direction and listen attentively. Thirdly, TPR helps children develop appropriate notions or thoughts. It is useful for children to start speaking. Fourthly, this method can easily be adapted in many different ways for young learners.

c. The Communicative Language Teaching (CLT)

Communicative language teaching uses a real life situation and classroom instruction as the way to connect classroom based language learning with the language that learners need in order to communicate outside of the classroom. The focus is on getting the message across and helping children acquire fluency.

d. A Video- Based Methodology

Brewster and Ellis (2002: 205) states that there are steps that can be applied to use video. They are as follows:

- 1) pre-viewing or plan: planning and prepare for active viewing,

- 2) while-viewing: viewing for general information and viewing for detail,
- 3) post-viewing: viewing to provide opportunities for language presented and practiced through the video sequence and provide the opportunities to research further information.

3. Theory of Students' Involvement

Astin in Foubers and Grainger (2006: 166-167) states that involvement is being characterized chiefly by the amount of physical energy that students exert and the amount of psychological energy they put in an activity. It means that involvement is not only the physical energy, but it is also in mental activity. Involvement always has a correlation with motivation because motivation is a necessary aspect of involvement. Beside motivation, behavioral aspect of involvement such as what an individual does and how she behaves, are also essential.

In addition, Connell and Wellborn (1991) in Schunk, Pintrich, and Meece (2010) contend that involvement is the quality of a students' relationship with peers and teachers. These are the two aspects appear from this involvement. The first is how much time is provided by teachers (allocated time). The second is how well students are engaged during the time provided (engagement rate). Thus, the amount of time and energy students spend engaged in learning activities has been one important area of inquiry in the study of teaching and learning process.

Students should be encouraged to get actively involved in learning process. The involvement can be started even in planning the lesson. It is to accommodate

the students' need and characteristics. Harmer (2007: 111) says that teachers need to work with the students individually and in groups even in planning the activities. Children are believed as good sense makers. However, the potency of children cannot be maximally achieved if they are not involved in the classroom learning process.

According to Halliwell (1992: 38), there are two kinds of involvement, such as mental engagement and actual occupation. Mental engagement requires the process of thinking in such activities as games, puzzles, remembering, competitions, imagining, and talking about themselves. On the other hand, actual occupations happens when children are physically doing something such as reading aloud, drawing, singing, writing, and doing role play. The students' involvement is influenced by some factors such as motivation, learning environment, teachers, methods, materials, and facilities.

4. Media in Classroom Learning Process

a. Definitions of Media

Media are needed to reach the objectives of the teaching-learning process. In the teaching-learning process, media play has an important role. Harmer (2001: 134) states that as a language teacher, the teacher should use a variety of teaching aids to explain language meaning and construction and engage students in a topic or as the basis of a whole activity. It means that teachers should use various media or teaching aids in giving the material to the students.

On the other hand, Lever-Duffy and McDonald (2009: 61) state that media are technologies that are used to facilitate the teachers. Meanwhile, Gerlach and Ely (1980) in Azhar, (2006) state that a medium is any person, material, or event that establishes conditions which enables learners or students to acquire knowledge, skills, and attitudes.

From the definitions above, it can be concluded that media are tools, materials, or events that establish conditions used by a teacher to facilitate the instruction, acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity.

b. Advantages of Media in the Teaching-Learning Process

Sudjana and Rivai (2009: 2) mention the rationales of the use of media in teaching-learning process as follows:

- 1) The teaching-learning process will be more interesting so that it can improve the students' motivation.
- 2) The materials will be understood easily by the students, since the media will enable them to master the teaching objectives well.
- 3) The teaching methods will be various so the students will not get bored during teaching-learning processes.

According to Brinton (2001: 461), media helps teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more communicative context. In addition, she summarizes the rationales for using media in the language classroom as follows:

- 1) Media can be an important motivator for students in the language teaching-learning process.
- 2) By using audiovisual media the students can create a contextualized situation within which language items are presented and practiced. It is because the audiovisual media provides the students with content, meaning, and guidance.
- 3) Media can provide some authentic materials so students can relate directly between the language classroom and outside world.

According to Gutschow in Winoto (2005), media can serve four general purposes as follows:

- 1) to simplify the teaching and they can help to complete it.
- 2) to allow teacher's point of view to practice the principles of teaching object and illustration.
- 3) to avoid the use of the mother tongue of the students.
- 4) to motivate and to stimulate the students in the teaching-learning process.

In conclusion, the use of media in the teaching-learning process is useful for both of the teachers and the students. For the teachers, they can avoid monotonous teaching-learning process because they have variation in teaching. So, the teaching-learning process will be more interesting. Meanwhile for the students, media can stimulate the students' motivation and interest. Therefore, they will be more active in the classroom. Moreover, the students can understand the materials easily.

In the teaching language for children, the attendance of media plays an important role. It give an impact for children' intelligences development. Brewster and Ellis (2002: 204) describe the benefits of media for young learners:

1) Psychological

Children find it fun, motivating and stimulating. It provides variety. It appeals to children's sophisticated tastes. It caters for children with different learning styles. It can provide successful learning experiences. In addition, it can develop confidence and positive attitudes to the foreign language and language learning. It can be used to reward pupils for work they have done. For example, pupils have worked hard on a story in class you can show them an animated version on video or they can use a CD-ROM version for pleasure.

2) Linguistic

It combines sound and version and provides a full context for language so children see language in use making it more accessible and memorable. It shows all factors of communication, including non-verbal communication. It can develop all skills and introduces or revises new words and phrases.

3) Cognitive

It develops the child's curiosity and provides up- to- date information. It heightens children's' powers of observation and awareness of visual and audio clues as aids to meaning. It enables children to maximize their abilities to infer from context. It develops motor skills, keyboard skills, information and research skills as well as independent learning.

4) Social

A class that works together on a video of an animated story or a video extract is a shared social experience. Pupils who work together on a computer program will develop collaborative skills as they take turns using the keyboard and help each other complete a task.

5) Cultural

It takes the child outside the classroom into the real or fantasy world. It helps bridge the culture gap by providing background cultural information. It helps bridge the credibility gap- children can see what it's really like in English – speaking country.

c. The Kinds of Media in Teaching and Learning Process

The students will be more active because they do not only listen to the teacher's explanation but they also do other activities, such as observation, demonstration, etc. Using media in the classroom is very important because teachers can improve the quality of teaching-learning process. Moreover, the students can comprehend the lesson easily.

There are three types of media that can be used in the teaching-learning process. They are (1) audio (tape, radio, compact disc, etc); (2) visual (pictures, poster OHP, etc); and (3) audio visual (television, video, VCD, computer, etc). Teachers may use one of them for an activity, or they may use more than one media for an activity. For example, to teach the use of 'past tense', a teacher may use games. Prior to the games he or she shows a recording about one's past experience. Then, during the game the teacher use printed pictures to get them tell

a series of story in the past. Thus, in this case the teacher uses games, a recording, and printed pictures.

d. The Use of Video in Teaching and Learning Process

There are a number of videos that have been made specifically for the English language teaching classroom which are accompanied by activity book, teacher's guide or accompany course books. In teaching and learning process based on video, the three steps must be followed to provide the students get the most out of a video sequence and transform the students from passive viewers to active viewers. Each stage will be explained in the following:

1) Pre-viewing/ plan

Planning and prepare for active viewing will include:

- a) Contextualizing the video sequence
- b) Motivating pupils to view
- c) Focusing the pupils' attention on the topic or specific language items
- d) Activating prior knowledge about a topic
- e) Making predictions about content and language
- f) Eliciting or pre- teaching key language
- g) Explaining the reason for viewing and purpose of task

2) While- viewing/ Do

There are three main reasons for viewing:

- a) Global viewing or view for general understanding: children view the video to get global meaning and focus on particular aspects of language and content.
- b) Viewing for detail: it requires children to focus on something very specific and they may require a physical response such as putting up a

hand each time they see a specific item or hear specific words or structure. The following typical activities are taken from Ellis (1997):

- (1) Watch and complete the picture (to practice vocabulary for food)
- (2) Watch and number (put things in sequence to practice vocabulary for playground games).
- (3) Watch and tick (choose from selection of items to practice vocabulary for means of transport)
- (4) Watch and draw (draw items on a picture to practice prepositions of location)
- (5) Watch and write (write number of children's ages)
- (6) Watch and sort (sort items into different stockings to practice vocabulary for Christmas presents)

c) Viewing for pleasure or Post viewing

Post viewing: this step provide opportunities for language presented and practiced through the video sequence or to provide opportunities to research further information include: recording information, comparing information, crosswords, spot the intelligence, craft activities, etc.

B. Conceptual Framework

Teaching English to children is different from teaching English to adults. How children learn English will influence how teacher teach them. The teacher should provide appropriate and interesting instructions so children can enjoy their lesson.

The teaching and learning process is successful when the aspects of teaching and learning process work effectively and efficiently. Some of those aspects which determine the quality of the teaching and learning process are the role of

teacher and students, the use of material, method/ technique, media, and the classroom atmosphere. Therefore, the teacher should find an affective media to make the teaching and learning process succeed. Audiovisual aid is recommended as an attractive aid for teaching English to children. It is expected that by audio visual aid in teaching which is supported by the use of gestures and body movements, games, songs, and other media will encourage the effectiveness and the efficiency of the teaching and learning process.

BAB III RESEARCH METHOD

This chapter gives information about how this research was conducted. It concludes the explanation on the research design, subject of the research, research setting, member of the research, the procedures of action research, data collection technique, and data analysis process as well as the validity and reliability used under the study.

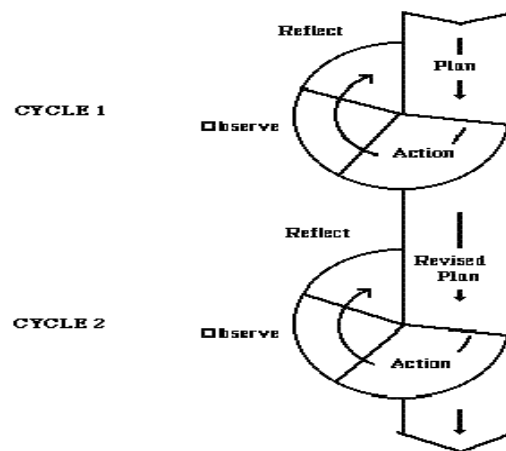
A. Research Design

This study is action research. In this research, the researcher used audio visual aid (video) as the main media in teaching English at third grade students of SD Krapyak 1 in academic year 2012/ 2013. The media (video) was selected because it was assumed to be able to improve students' involvement in learning English. It is a kind of research that is collaboratively conducted to change what is going on in the classroom including the techniques, classroom management, media, materials and evaluation systems by formulating the problems, planning and carrying out the actions. In conducting this research, the researcher work collaboratively with the English teacher to solve the problems during the teaching and learning process.

According to Burns (2010: 16), action research is a self-reflective, systematic, and critical approach to enquiry by participants who are at the same time members of the research community and aimed to identify to be worthy of investigation in order to bring about critically informed changes in practice. In addition, Kemmis and Mc Taggart in Burns (1999: 32) state that action research

occurs through a dynamic and complementary process, which consists of four steps, namely observe, plan, action, reflect. Furthermore, Kemmis and Mc Taggart in Mc Niff, (1991: 24) state that action research is a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social and educational practice, as well as their understanding of these practices and the situations in which practices are carried out.

Schema of action research based on Kemmis and Mc Teggart.



Picture 1: **Steps in Action Research**

In this research, the researcher used Kemmis and McTaggart model. The researcher and English teacher collaborated in collecting information about the students' involvement obstacles and weaknesses of the English teaching and learning process, and then identified the problems. After that, she and English teacher planned and carried out the actions. Lastly, they evaluated and reflected the actions implemented in the study.

B. Participants of the Research

The subject of the research was the third grade students of SD Negeri Krapyak 1. The class had 28 students, consisting of 14 males and 14 females. This class was chosen as the subject because based on the previous observations, the students in this class had some problems in learning English. Some students were passive in following the teaching-learning process, they found difficulties in understanding the meaning of English words and English instruction, and did not pay attention on the English teaching-learning process maximally. They also found difficult in speaking English.

The age of the students was eight up to nine years old. Most of the students were live near the school. Most of them came from the middle and lower economic background. Most of their parents are farmers, sellers, teachers, and police and civil servants. This research study was implemented in the form of collaborative action research. It was conducted collaboratively with the English teacher, a researcher and the students of third grade of SD Negeri Krapyak 1. The team worked together in planning, implementing, and reflecting the action.

C. Research Setting

The action research was conducted in SD Krapyak 1. The school is located in Wedomartani, Ngemplak, Sleman, Yogyakarta. Physically, SD Krapyak 1 has six classrooms, a principal office, a teacher office, a library, a school health center, a meeting room, a mosque, a laboratory, a toilet, a parking area and a canteen.

The research was carried out during the English teaching and learning at SD Krapyak 1 in academic years of 2012/ 2013. Data collection was done once a

week with the duration of 70 minutes in every session. It was hold on Wednesday at 7.00 a.m. The study was carried out in the second semester in academic years of 2012/ 2013. It was started from February 13 until March 13, 2013.

D. Procedure of the Research

In this research, the researcher conducted some steps referred to the steps suggested by Kemmis and Mc Taggart (1988) in Burns (2010: 7-8). Action research typically involves four broad phases in a cycle of research are planning, action, observation, and reflection.

1. Planning

In this phase, the researcher identified the problems or issues that happen in the teaching and learning process. Then, a plan of action was developed in order to bring the improvement in specific area of the research context (Burns: 2010, 19). This is forward looking phase when the researcher considers what kind of investigation is possible within the realities and constrains of her teaching situation, and what potential improvements that are possible.

Here, the researcher prepared the lesson plans, the materials, and other research instruments to do the research. The lesson plans was prepared to guide the teacher in teaching. On the other hand, the materials were designed to make teaching and learning process more attractive and effective.

2. Action and Observation

The plan involves some deliberate interventions into the teaching situation that the researcher put into action over an agreed period of time. The interventions

are 'critically unformatted' as she question her assumption about the current situation and plan new and alternative ways of doing things.

The actions were carried out into two cycles. Each cycle was done in two weeks. In the action the lesson plans, the materials, and other teaching media were used in teaching and learning process. During the actions, the researcher observed what happen in the teaching and learning process to identify problems that might occur as well as to know how succeed of the actions. The researcher recorded the result from the observation in field note and interview transcripts.

3. Reflection.

At this point the researcher reflects and evaluates the action in order to know what happen and to understand the problems clearly. Since the research was done collaboratively, all team research involved in a discussion at the end of the action. They gave perceptions, suggestion, and ideas that were important for the next actions.

E. Data Collection Technique

The data were in form of field notes and interview transcripts. The data were obtained by observing the teaching and learning process in the classroom and interviewing the English teacher and third grade students.

To fulfill the validity of the research, the researcher used the criteria proposed by Burns (1999:161) the democratic validity, outcome validity, process validity, catalic validity, and dialogic validity. Democratic validity is related to the stakeholders' chance to give their personal opinion, ideas, and comments about the implication of the action research. In this research democratic was

assessed by having discussions with the team research are the students, the teachers, and the principal. During the discussion the researcher receive suggestion, comment, and idea from the team research. Outcome validity is nations actions leading to outcomes achieved with the research context. Process validity is related to the response of the stakeholders' toward the change occurring to them. The process validity as a reflecting on the data collection and modifying the strategies to answer the question occurred during the process. To assess the process validity, the researcher examined the data and identified whether the participant were able to go on learning from the process.

F. Data Analysis

The data collected were qualitative in nature. The data were obtained by interviewing the students, doing observations during the teaching and learning process, and holding discussions with the English teacher. The data were in the forms of field notes and interview transcripts. The instruments for collecting the data were mobile phone, observation guidelines, and interview guidelines.

The analysis of data was represented by the reflection of the cycles of the research. By doing the reflection, the researcher would have authentic data, which can help her in interpreting the data. To fulfill the validity and reliability of the data, five criteria proposed by Burns (1999: 161-162) namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity were employed.

1. The Validity

To fulfill the validity and reliability of the data, there are five criteria proposed by Burns (1999: 161-162) namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity were employed.

- a) Democratic validity is related to stakeholders' chances to give their own opinions, ideas, and comments about the implication of the action research. The democratic validity was fulfilled by having discussion with member of the research, namely the students, the class teachers, and English teacher. During the discussion, they were given an opportunity to give ideas, comments, and suggestion toward the research. In the end of every meeting, the English teacher, and the researcher had a discussion to reflect the actions of that day. In the end of every cycle, we held a discussion to evaluate the actions that had been implemented and to plan the actions for the next cycle.
- b) Outcome validity is related to the result achieved by the research. It is also related to notions of actions leading to outcomes that are successful within the research context. To meet the outcome validity, some indicators that show the improvement of the involvement are formulated together. The indicators are as follows:
 - a. The student's involvement in English teaching and learning process increased.
 - b. The students can response the teacher's instruction and attention.
 - c. The students with the teacher can build the real English teaching and learning process.

- c) Process validity is related to the criterion to make the action research believable. The process validity was fulfilled by reflecting on the data collection and modifying the strategies to answer the questions occurred during the process. To fulfill the process validity, the data were examined and identified whether the participants were able to keep on learning.
- d) Catalytic validity is related to the response of the stakeholders towards the changes occurring during the actions. To establish the catalytic validity, the understanding about the social realities of the context was deepened.
- e) Dialogic validity

To avoid subjectivity in analyzing data and get trustworthiness, the researcher used triangulation through interviews and observations. Burns (1999: 163) states that triangulation is a way of arguing if the different methods of investigating produce the same result then the data are likely to be valid. He also proposes four forms of triangulation. First is time triangulation. Data are collected at one point in time or over a period of time to get a sense of what factors are involved in change process. The second is space triangulation. Data are collected across different subgroups of people to avoid the limitations of the studies conducted within one group. Third is investigator triangulation. In this way, more than one observer is involved in the same research setting to avoid the biased interpretation. The last is theoretical triangulation. Data are analyzed from more than one perspective. The validity of the research was fulfilled by discussing the research findings with the collaborator and some students of English Education Department of UNY.

Most of them were also research practitioners. The members of the discussion gave their opinion and their critics about the research report.

2. The Reliability

In order to ensure the reliability of the data, the researcher used the triangulation technique. Generally, the researcher held triangulation by cross-checking the existence of certain phenomena and the authenticity of individual accounts by gathering data from a number of information and a number of sources, subsequently comparing and contrasting one account with another in order to produce a balance study (Bell, 1999:102). Here the researcher compared the data from the observation, interview, and documentation in order to gain the trustworthiness of the data.

CHAPTER IV

THE RESEARCH PROCESS, FINDING AND INTERPRETATION

In this chapter, researcher explored the use of audio visual media in teaching learning process supported by songs, games, group work discussion and others interesting media suitable for children. The objective of this research is to improve students' involvement by using audio visual media in third grade students SD Krapyak 1, Sleman, Yogyakarta.

A. Research Process

1. Reconnaissance

Reconnaissance step was conducted to know what is going on in teaching learning process. The purpose is to get the information about the real situation and also to see the problems in classroom. Here the file note will describe the real situation when the researcher doing the observation and the research.

File note 1

Date : 26 January

Observation 1

The researcher entered the class after the English teacher introduced her to students. From the back side, researcher observed the situation as long as teaching learning process, the way of teacher taught the students, and the students. In beginning, teacher let the class leader guide the praying. The situation was quiet because all of them keep in praying. It taking place 10 minutes until the teacher informs about the material will be learned today. Teacher: “ Hari ni kita akan membahas tentang benda- benda yang ada di dalam kelas” (Today we will learn about the things in classroom).

Coba perhatikan benda- benda apa saja yang ada di ruangan ini? (please look at around, what the things you find in this room?). Students: “ buku, papan tulis, kapur, meja, kursi, penggaris, pulpen, pensil, kipas angin, penutup jendela (korden), lampu, dll (book, black board, chalk, table, chair, ruler, pen, pencil, fan, curtain, lamp, etc . The class is noisy because almost the students answer in the same times. Then, teacher writes down on the blackboard vocabulary about the things in the classroom. Teacher also asked them to write in their book like the teacher wrote. Students’ still be noisy some of them talk each other and the others run to their friends. They are not pay attention when the teacher told to them to keep silent. Teacher tried to attract them with a question. Ayo coba Candra, benda apa saja yang ada di kelas ini.? Sebutkan dalam bahasa Inggris. (Candra, What the things that you see in this room? The teacher asked. This situation happens till the time is up.

After the class ended, researcher met the teacher to discuss about the teaching process today and asked some questions. Bagaimana mbak tadi setelah observasi? Anak- anaknya ribut banget ya? Bu guru bertanya. (Mbak, what do you think after you observed the class? Are the students really noisy? The teacher asked. Ya bu. Sepertinya banyak yang tidak memperhatikan. (Yes mom, they not pay attention the English lesson). Ya mbak anak- anak sering rebut, maka dari itu saya biasanya setelah selesai materi saya langsung memberikan tugas kepada mereka. Biar mereka tidak ribut. Oya mbak di kelas ini memang agak unik, ada lima anak yang semangat belajarnya kurang.

File note 2

Date: 2 February

Observation

In the second observation researcher arrived at the school fifteen minutes before the class started. Hallo, Miss Dian! Some of the third grade students give greeting. After the bell was ringing, the students make a line front of each class. Like the last week, researcher sat at behind and observed the teaching learning process. The situation was not different from before. The students were noisy, they not pay attention the teacher, some of them chatted to their friends and till the time was finish some students had not finished their work. So, the teacher asked them to work at home.

The researcher then interviewed the children and teacher in order to get input about their opinions concerning the weaknesses, obstacles, and suggestions about the teaching learning process. The interview transcripts are shown below:

Filenote 3

Date : 2 February

Interview 1

R: Hallo! Mbak namanya siapa? (Hallo! What is your name?)

S : Ayuninda

R: Mb Ayuninda Miss Dian mau tanya boleh? (Mb Ayuninda, May I ask you something?)

S: Ya miss boleh (Yes miss)

R: Kalau lagi belajar bahasa Inggris biasanya ngapain (What did usually you do in English teaching learning process?)

S: Ya kaya tadi Miss. Nulis, nerjain tugas (Like today Miss, writing and doing the task)

R: Pernah tidak di ajarin nyanyi? (Have you ever been taught by songs?)

S: Pernah, tapi jarang banget. (Yes, but it was very rare).

R: Kalau pakai gambar/ media pernah ga? (Have you ever taught by pictures or others media?)

S: Biasanya bikin gambar terus di kasih bahasa inggrisnya (We had made picture s and give the names)

R: Ok, terimakasih. (Ok, thank you).

File notes 4

Date : 2 February

Interview 2

R: Hello, Mas siapa namanya? (Hello, what is your name?)

S: Candra

R. Mas Candra, kenapa tadi di kelas rebut? (Why you make noisy in classroom Candra?).

S. Capek Miss nulis terus. (Because, I am tired in writing miss).

R.Pernah gak diajarkan permainan? (Have you ever played the games?)

S. Ga pernah. (Never)

R. Ok. Makasih ya. (Ok, thank you).

a. Identification of the Problems

There are some problems found. Those problems were as follows:

1. The students were very noisy.
2. The students were difficult to be settled down in the class.
3. The students lost their attention easily
4. The students were bored during the English teaching learning process
5. The students' involvement in English teaching learning was low
6. The teaching aids and media were rarely used in English teaching learning process.
7. Gesture and body movements were rarely used.
8. Games and songs were rarely used in teaching learning process.
9. The students did not pay attention to the lesson.
10. The students were passive in the English teaching learning process
11. The activities were monotonous.

b. Weighing the Problems Based on the Urgency Level

Weighing of the problems based on the urgency level was done after the problems were identified. To weigh the problems based on the urgency level, the research team members worked collaboratively. It was to find their opinions in categorizing the problems identified. There were urgent problems based on the result of the observations and interviews. The most urgent problems were taken because these problems influenced other problems and needed to be solved soon.

The problems were as follows:

1. The students lost their attention easily.
2. The students were bored during the English teaching learning process.
3. The students' involvement in English teaching learning was low.
4. The teaching aids and media were rarely used in English teaching learning process.
5. Gesture and body movements were rarely used.
6. Games and songs were rarely used in teaching learning process.
7. The students did not pay attention to the lesson.
8. The activities were monotonous.

c. Selection of the Problems Based on the Feasibility to solve

In this step, the field problems were selected by team members based on the feasibility of the problems to be solved. By considering the time, funds, and energy, they selected the problems in the teaching and learning process which were the most solvable. Those problems were as follows.

1. The students lost their attention easily.
2. The students' involvement in English teaching learning was low.
3. The teaching aids and media were rarely used in English teaching learning process.
4. The activities were monotonous.

d. Pre- Requisite Analysis

After the team discussed the problems that were feasible to be solved, a pre- requisite analysis was done by them in order to find the cause-effect relationship between the problems and the action implemented.

The pre- requisite analysis was made and discussed by researcher and English teacher. It was done in order to get opinions and suggestion from the English teacher. The result of the requisite analysis on the field can be seen as follows.

1. The students lost their attention easily.
2. The students' involvement in English teaching learning was low.
3. The teaching aids and media were rarely used in English teaching learning process.
4. The activities were monotonous.

e. Objective Analysis

After discussing the pre- requisite analysis, the team also discussed the objective analysis. Objective analysis was made to know possibilities from aspects such as the teacher, students, material, teaching method, facility, place and other

aspects influence each other. They made the alternative causes of the possible factors and gave opinions concerning the action implemented.

After the team have discussed, some possible causes were identified. The teacher said that she has no found time to make media for teaching. She only focused on the material was taught. She also said that she never makes various alternative activities so that the teaching learning process runs monotonous. It caused the students to get bored and lose their attention easily during the English teaching learning process. They could not do the activities well. And they were not really enthusiastic with the lesson.

2. The report of the cycle 1

a. Planning

In the previous part, the result of the observation and discussion had shown the main problems in SD N Krapyak 1. The problems are:

1. The students lost their attention easily.
2. The students' involvement in English teaching and learning process was low.
3. The teaching aids were rarely used in English teaching and learning process.
4. The activities were monotonous.

Based on those problems above, researcher start to prepare the instruments like course grid, lesson plan, material, and audio visual aids as main aids

also others media/ sources were needed in action. All the media/ sources were included in the course grid design. The media/ sources as follows:

- a. Using pictures/ flash cards.
- b. Using song
- c. Using classroom English
- d. Gestures and Body movement
- e. Games
- f. Group work

b. Implementations of Actions and Observations

The action was taken five meeting February 13, February 20, February 27, March 6 and March 13. The action was applied in every meeting.

1. Meeting 1

In this research, the audio visual media was used as the main media in all phases in teaching learning process. It was also supported by pictures, gestures and body movement, English instruction, games as supporting activities. The researcher did the teaching and the teacher became the observer. After the researcher applied the actions, she met the team to get opinion and suggestion. The description of the actions in the first meeting is below.

The main action was the implementation of audio visual media in the form of video. The use of video was supported some tools like speaker and projector. There are three steps were applied the use of video as the main media. The three steps are pre-viewing, while- viewing and post viewing. In the pre- viewing, the researcher played the video for: a). to attract the students to watch the video, b). to construct prior knowledge of the topic. In the while-viewing, the researcher played the video to allow the students to get information for detail about the material will be discussed in learning. In post-viewing, the researcher played the video to allow the students presented and practiced the material through video sequence.

First is pre-viewing. In this step, the researcher played the video in the moment to attract the students to watch the video. She delivered the questions to

the students related to the topic and wrote the vocabulary on the blackboard. She explained the material based on the video. It could be seen from the field note.

R: Okay today I want to play the video. All of you can move here. (The projector unconnected with the laptop, so in the first meeting researcher focused on using laptop and picture).

S: The students watched the video jostling. They were very enthusiastic watch the video. Beberapa siswa mengatakan, “videonya lucu”. Beberapa yang lain hanya tersenyum. Some of the students said, “The video is funny”. Some of them just smile.

(The researcher divided the students into two parts when they watched the video, in order to the students can comprehend the topic).

R: Okay enough!

S: Miss kok cuma sebentar. (Miss why did we watch just a few minutes)

R: Ya nanti kita nonton lagi. Nah apa yang kalian lihat dalam video tadi? Well, We shall watch the video later. Okay, what you get from the video?

S: Gambar manusia, wajah, badan dsb. (human body, face, body, etc).

R: Ya, benar. Sekarang Miss Dian tanya lagi. Apakah manusia memiliki bagian- bagian tubuh? Yes, that’s right. Now, I asked you again. Do the people have the parts of the body?

S: Ya Miss. (Yes Miss).

R: What parts of the human body?

S: Kepala, mata, rambut, hidung, tangan, kaki, mulut. (Head, eye, hair, nose, hand, foot, mouth).

R: Good. (The researcher wrote the names of parts of the body on the blackboard. Then, the researcher shown the flashcards and asked them to follow her pronoun the words).

(Field note 7)

The researcher then explained about how to ask and gives information about parts of the body using the flashcards. The researcher invited two students to be volunteer to practice how to ask and give information to others. Two students came to the front of the class.

T: What is it called in English? (peneliti menunjukkan gambar kepala)

S: It is head.

T: Good. And what is it called in English? (peneliti menunjukkan gambar wajah)

S: Face.

(Field note 7)

In the pre-viewing, the supporting action intensified the use of classroom English and flashcard. The classroom English was used while the researcher explains the material. She used simple sentences to make students remember and respond to the teacher questions and instructions. The flashcards were used to make students remembered and understood to the topic and the materials.

Second is while-viewing. In the while –viewing, the researcher played again the video twice. The first is to get information for detail about parts of the body. Second is it expected the students will be familiar with the words and with the pronunciations from the native’s about parts of the body. In practicing, the students pronounce the word one by one. Then, the students worked the exercise given by researcher. The exercise is scrambling the letters into a good word. After the students finished the work, the researcher and the students checked the answers together. One by one the students answered the question loudly. To make the enjoyable atmosphere the researcher played the video song about parts of the body. The song is ‘head, shoulders, knees, toes’. When the students listen to music their expressions have been changed. They appeared enthusiastic and tried to follow the song although they did haltingly. The teacher then sang that song and also made the body movement. The researcher asked the students to follow like she did.

Third is post-viewing. The researcher introduced the classroom instruction using 'Simon says' games. She taught the classroom instruction related to the material. She gave the example how pronounce those words and also did the actions. She asked the students to follow her instructions and her actions. After the students understood with the games, the teacher started to practice the games. The researcher became the instructor and the students must pay attention the instructions.

The researcher gave the example of how to pronounce the words by used actions for example: *touch your head, touch your hand, and touch your nose, dsb.* All students followed her instruction. The researcher taught the games to train the students focus and to make them understand the classroom instruction related to the parts of the body.. Simon says *stand up please*, Simon says *sit down please*, *touch your heir, touch your hand* etc. (Field note 7)

The time showed at 08.10, it signed that the English teaching and learning process had to end. One exercise was given by teacher must be worked at home because the time was not enough. The researcher closed the lesson and said good bye.

From the description we knew that students interested learning English using video and song. They looked more enthusiastic and active to involve in teaching learning process. And they looked comfortable and confidence to work exercise from the teacher. More than that, they followed the English teaching learning process well. It shown that video, song, gesture and body movement could help students comprehended the teacher explanation and instruction.

Meeting 2

The actions were the same as the actions in the previous meeting. The main action was applying the video as the main media. The researcher entered the classroom brought the notebook, speaker and projector. The researcher opened the lesson with greeting the students and checking the students' attendant. She then used the song 'if you happy and you know it' as warming up before they started in learning process.

T: Good morning students? (selamat pagi anak- anak?)
 S: Good Morning Miss Dian? (selamat pagi Miss Dian?)
 T: How are you today? (bagaimana kabarmu hari ini?)
 S: I am fine and you? (baik dan anda?)
 T: I'm fine too. Thank you.(baik. Terimakasih). Okay, before we start our lesson let's sing a song. Do you want to sing a song with me?
 S: Ya Miss. (Yes Miss).
 T: have you ever taught the song '*if you happy and you know it*'? (Sudah pernah di ajarkan lagu "*if you happy and you know it*" belum?)
 S: Belum. (Not yet).
 T: Oke dengarkan baik- baik Miss Dian akan menyanyikan lagu ini. (Okay listen to me I will sing a song).
 After that the researcher asked the students about the song.
 T: mudahkan lagunya? (Is it easy right?)
 S: Ya Miss. (Yes Miss).

(Field note 8)

After the researcher opened the activities, she starts the lesson. Everybody please keep silent! The researcher reminded the students because they talked each others. Are you ready to study today? The researcher asked to them. But none of them answers the questions. She then asked the students again "Apakah kalian siap untuk belajar hari ini?" the students answered "Ya miss". Okay, when I asked

you “are you ready?” You have to answer “I am ready”. Please repeat again! Are you ready? “Yes I am ready” the students answered.

The steps were applied in this meeting same with the previous. The researcher played the video then asked them about the video. Here she also asked the students by pictures. What is it? She showed the pen picture, book picture, etc. Then write the students answer on blackboard.

In the while- viewing the researcher applied a song to make the students familiar with the things in the classroom especially with the pronunciations. The researcher gave the example how to sing the song by point forward to the things. After that, she asked the students to sing that song together while point forward to things like she has done.

This is a window
That is a door
This is a table
That is a chair

This is blackboard
That is a chalk
This is a ruler
That is a pen

After the students sung the song, the researcher used the video as the material. Today we will study about things in the classroom (the teacher explains about the purpose of the learning). The researcher turns on the video and asked the students to pay attention. “Look at the video!” the teacher gave instruction. All students watched the video because it is the first time they watch the video in a big size, they look very enjoy and happy. Ok finish! Some students had curious. So they request to the teacher to play again. When the researcher played the video

for twice, the researcher also taught them how pronounces the words and explained how to ask and give information about things in the classroom. In this session the researcher give assignment to the students. The assignment is write the names of the things in classroom based on the video they had watched and completed the dialogue about how to ask and give information about things in classroom.

In the next session, the researcher invited the students write their answer on the blackboard based on the questions. The researcher taught about the instruction related to the material. The researcher asked the students to stand up. She explained the instruction while did the actions. The students also followed the teacher. The teacher thinks that the students comprehend the instruction. She gave them a game. The game was similar of the previous meeting. The researcher divided them into four groups. Every group had to chose one person become a leader or instructor. The leader give the instruction to their group if they did a mistake they got punishment. The punishment is sing 'book, table and chair song' in front of the class.

T: kita akan bermain game lagi. (We will play the game again).
Tapi kalian harus bikin 4 group. (But, you should make four groups)

S: terus ngapa Miss? (So, Miss)

T: Miss Dian akan membari contoh gamenya. (I will give the example). Perhatikan semuanya!. "Kapten berkata: "touch your book". (Please attention! "Captain says": Put your book!). Kapten berkata: "Put your book" etc. ingat kata kuncinya adalah Touch (menyentuh), put (meletakkan), take (ambil) Mengerti? (Remember the clues: touch, put and take understand?)

S: mengerti Miss. (Yes Miss).

T: Are you ready?

S: Ready.

(Field note 9)

The time is up; the students were looked very enthusiastic playing the game. Some students got punishment because they did the mistakes. The researcher summarized the material with the students. The last she said good bye to the students.

c. Reflection

After conducting the actions in the first cycle, the researcher and collaborators did some reflection. It was done based on the observation as long as the teaching and learning process, the students' opinion, and commands from the teacher as observer. The description of each action is as follows.

1. Using Audio visual aid (video) as main media in actions

The use of audio visual media was applied in every meeting. From the pre-viewing to the past- viewing the media were used in all activities. In the pre-viewing the video was used to present and attract the student attention to the topic. In while viewing, the video was used as the material of the lesson. The teacher explains the lesson, give them exercises, teach the pronunciation, etc. All activities were conducted by students based on the video. In the post viewing, the video was used for pleasure. The audio visual media was effective media of attracting and motivating the students in the teaching and learning process. The media helps the students to improve their pronunciation because they listen directly from the native speaker on the video. Therefore, they will be more active

in the classroom. The audio visual media also could help the teacher to present the material as well. It is useful for teacher because she/ he can avoid monotonous teaching and learning process.

R: Candra suka tidak belajar bahasa Inggris dengan video? (Do you like study English using video?)
 S: Ya Miss seneng. (Yes Miss, I like it).
 R: Senengnya kenapa? (Why do you like it?)
 S: karena lebih asyik. (because it was fun)
 (interview 4)

2. Using picture/ flash card, song and games

Picture, song and games were used as resources. Picture, song and games are very affective to attract the students especially when they feel bored. Picture was very helpful to the students for memorizing and comprehending material. Sometimes the students had difficulty to comprehend the lesson so the teacher usually used the picture to help them.

Children were more enthusiastic when singing the song and playing the game. The songs were used in the opening activity and sometime in the main activity of the lesson. The teacher also used games as the supporting activity in the lesson. They could create a fun atmosphere in the teaching learning process, so the children had more motivation to take a part in the English class learning process.

T: Good morning students? (selamat pagi anak- anak?)
 S: Good Morning Miss Dian? (selamat pagi Miss Dian?)
 T: How are today? (bagaimana kabarmu hari ini?)
 S: I am fine and you? (baik dan anda?)
 T: I'm fine too. Thank you.(baik. Terimakasih). Okay, before we start our lesson let's sing a song. Do you want to sing a song with me?
 S: Ya Miss. (Yes Miss).

T: (Sudah pernah di ajarkan lagu “*if you happy and you know it*” belum?
(have you ever taught the song ‘*if you happy and you know it*’?))

S: Belum. (Not yet).

T: Oke dengarkan baik- baik Miss Dian akan menyanyikan lagu ini. Okay
listen to me I shall sing this song.

After that the researcher asked the students about the song.

T: mudahkan lagunya? (Is it easy right?)

S: Ya Miss. (Yes Miss).

(Field note 8)

3. Using gestures and body movement

Gestures and body movement were used as the supporting activities. The gestures and body movement help the teacher explains the material clearly and gives the instruction easily to understand. For the students, they can respond the teacher instruction easier by gestures and body movement. The gestures represented the instructions so the teacher did not need to translate them. For example when the teacher put the point finger in front of the mouth when giving the instruction ‘keep silent’ to show that it meant they must stop talking. The body movement particularly helps the children understand the instruction especially when the teacher taught the song and games.

d. The Result of Cycle I

After the researcher did the reflection of the actions, there were some points that could be found as follows.

a. Using audio visual aid

Audio visual aid is useful for both of the teacher and students. The teacher

can avoid the monotonous teaching and learning process because she/ he have variation in teaching. Then, audio visual media also could help the teacher to present the material as well. The audio visual media was effective media of attracting and motivating the students in the teaching and learning process. The media helps the students to improve their pronunciation because they listen directly from the native speaker on the video. Therefore, they will be more active in the classroom. However, in the first cycle the students were seen lost pay attention although the teacher used the video and passive in participation.

b. Using picture/ flash card, song and games

Picture, song and games were used as supporting media. Picture, song and games are very affective to attract the students especially when they feel bored. Picture was very helpful to the students for memorizing and comprehending material. Children were more enthusiastic when singing the song and playing the game. The songs were used in the opening activity and sometime in the main activity of the lesson. The teacher also used games as the supporting activity in the lesson. They could create a fun atmosphere in the teaching learning process, so the children had more motivation to take a part in the English class learning process.

c. Using gestures and body movement

Gestures and body movement were used as the supporting activities. The gestures and body movement help the teacher explains the material clearly

and gives the instruction easily to understand. For the students, they can respond the teacher instruction easier by gestures and body movement.

The Report of Cycle Two

a. Planning

There were some aspects in the first cycle that still needed improvement. Therefore, the researcher would implement the similar actions in the second cycle. All the media/ sources were included in the course grid design. The media/ sources as follows:

- a. Using audio visual aids (video) as the main media.
- b. Using gestures and body movement to ease the children understanding the instruction.
- c. Using games and songs to motivate children.

b. Implementation of Actions and Observation

The actions were taken 3 times, on 27 February, 6 Mart and 13 Mart 2013. Based on the discussions between the researcher and the teacher, the researcher decided that the same actions would be done in the second cycle.

Meeting 1

The topic in this meeting was telling time. The actions in this meeting were similar with the previous meeting. The video, song, gestures and body movement were used in this meeting. The researcher opened the activities after set

the all tools which are used in playing the video. All students were more familiar with them so that they seen carious about the material in the video. One of the students who seat in the front delivers a question to the teacher. She asked her what we learn today.

S: Miss hari ini kita mau nonton apa? Tanya salah seorang siswa. (*What we watch today, Miss?. One of the students asked*).
 T: Nanti bisa di lihat. Jawab peneliti. (the researcher answer like that to make them carious). Oke, are you ready now? Peneliti menanyakan kesiapan siswa. (*You can see later. The researcher asked the students, are they ready or not*).
 S: Yes I am ready. jawab siswa. (the students answered)
 T: Tapi belum semua siswa menjawab. (*But not all students answered*).
 Wah kok belum kompak ya. Miss dian ulangi lagi, *Are you ready?*
 S: Yes I am ready. Suara siswa terdengar kompak
 T: Good. Jawab peneliti. (*The researcher answered*). *Let's watch the video.*
 (Field note 9)

They looked very carious and enthusiastic to watch the video. It could be seen when one of them said ‘what we watch today, Miss?’. For a moment the researcher played the video. The students were familiar with the situation, so no one of them made a noisy in this time. The song was implemented to help the students get knowledge about the topic.

The researcher takes a clock and sets it. She sung ‘what time is it song’.

What time is it? What time is it?

What time, what time, what time is it?

The researcher approached and asked the students about the time. The researcher set a clock point to the number for example three o’clock, six o’clock, etc. She asked ‘what time is it?’. The students answered three o’clock. The researcher then approached Arya. She asked a same question

‘what time is it Arya? Hmm... he looked confuse to answer that question. The researcher asked again ‘jam berapa ini Arya?’. He was still silent. The researcher got the point that he has not understood. She explained, it is eleven o’ clock. She asked Arya to follow her instruction ‘repeat after me Arya!’ It is eleven o’ clock. He then follow the teacher ‘it is eleven o’ clock. Good job Arya (the researcher give complement). She goes on to other students
(Field note 9)

The researcher tried to remind the students about the material which was studied before. But only some students could account the number completely. The researcher used o’ clock to teach them about number.

The researcher turned point to the number and asked them to mentions the number from one to twelve. She then wrote on the blackboard number one to thirty. She pronounced the words one by one and the students follow her act out

One, two three, four, five, six, seven, eight, nine, ten
Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen,
nineteen, twenty,
Twenty-one, twenty- two, twenty- three, twenty- four, twenty- five, twenty
–six,
Twenty-seven, twenty-eight, twenty –nine, thirty
Let’s repeat again! She gave the instruction. After all the students memorized she continue the material about time.
(Field note 9)

The implementation of the video, the researcher used video song as add. Because based on the reflection in previous meeting some students still lost attention although the researcher uses video. She played the video song also asked the students to sing a song together. Here, the researcher found that students very like sing a song especially when the teacher played the video song. The reasons are they can understand easily the material (especially the vocabulary),

they can memorize the words because song has rhythms, the last the video show funny pictures like cartoon.

The video as the material was played. The students were seen more enjoy in learning. Sometimes the researcher pause the bottom to let students comprehend the material. Based on the material, the researcher explained about how to ask and gives information about time.

The researcher gave them opportunity to practice set the mini clock. The students looked enthusiastic when they set the clock. They practiced it by turns. One give instruction and other guess the answer. For example set o' clock at... (Two o'clock, five o'clock, etc). Next, the researcher gives them exercises. She wrote the exercises on the blackboard.

She asked the students whether they have finished the exercises or not. The students answered that they have finished the works. The researcher invited students to write down their work on the blackboard.

The last session, students made group work. They worked in papers which given by the researcher. The questions still related to the topic about telling time. In the previous meeting the students always worked the assignment individual. Now she gave assignment mush done in groups. It is useful for them to train cooperation and care each other. As closing, the researcher invited all students to sing 'little Indian boy' song. She instructed them to stand up and sing the song together. For the leave taking researcher said 'ok class, time is over and see you next week' and they answered 'see you miss'. Now students were familiar with that utterance.

Meeting 2

The main actions intensified the use of video supported by song, picture, and gesture and body movement also classroom instruction. She gave greeting and checking the students' attendance. Like in the last meeting, the researcher used a song to raise students' motivation. Gesture and body movement used to complete the song because this song really needs movement.

Let's sing a song! She invited the students. "What is song miss?" The students asked. "Hokey pokey song" she answered. Have you ever taught this song? She asked the students again. The students answered together 'not yet miss'.

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

You put your left hand in,
You put your left hand out,
You put your left hand in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

You put your right foot in,
You put your right foot out,
You put your right foot in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

You put your left foot in,
You put your left foot out,

You put your left foot in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

Sing a song and do movement, the students were shown enthusiastic although they did a mistake sometimes.

(Field note 10)

The researcher opened the activities with turn on the laptop and played the video. Everyone please attention what we will learn today. The students did what the teacher said. Their eyes focus on the video. The researcher asked 'what the video is about?' the students still silent. The researcher asked again louder. What the video is about. Hearing the researcher said that, they then answered 'gambar polisi, dokter, tukang masak' (policeman, doctor, chef). The researcher smiled and wrote their answer on the blackboard. It means that using video now make them easy to comprehend the material.

Now please follow me to spell these words one by one. Police man, teacher, chef, students, truck driver, dentist, singer, etc. The researcher played again the video. But before that the researcher explained them about the place the people work, she asked them related to the topic in Indonesian language.

T: Ayunda, please answer my question. Where is police work?

S: kantor polisi. (Police station)

T: Good. Putri, where is doctor work?

S: rumah sakit. (Hospital).

Okay, let see what the people do and where is the place. Sohib dan ega ayo jangan rebut perhatikan videonya. Biar mengerti pelajarannya. Peneliti

menegur Sohib dan Ega karena mereka sering rebut sendiri (Sohib and Ega please don't be noisy looked the video so you can understand the material).

(Field note 10)

The video showed jobs and places. Based on the video the researcher explains how to ask and give information about jobs and places. The researcher showed the pictures to them and asked to guess the pictures. They spoke louder to answer the teacher questions. She gave the exercises to them how far they understand about the material was discussed. The exercises consist two parts. The first, they had to choose the true or false statement. The second, they had to match the pictures and the statement.

In the post viewing, the researcher invited the students to play a game. The researcher explained the rules of the game. She asked the students to make a group of five with their friends. Then she prepared the picture of jobs and work places. The researcher called the leader of the groups one by one and shown the pictures to them. After the leader gets the clue, they sent the information by whispering the clue to the next student and the last student had to write or draw on the blackboard based the information.

T: do you like play a game?

S: Yes miss.

T: okay everybody look at me and listen to me. (The researcher showed the pictures of the jobs and places). Then, she called one by one of the groups explains what they should do). She explained the rule. Do you get the Point?

S: Yes

T: Let's play the game.

(Field note 10)

They looked very enthusiastic play the game. It could be seen when they said “main lagi miss” (play again miss). But the time is over, the researcher stop the game because the other teacher will come soon. She and the students reflect the material together. She closed the meeting by saying good bye.

Meeting 3

The researcher entered the class. She put the laptop, projector, and speaker on the table. She opened the class with greeting, checking students’ attendance, and followed by singing.

‘Good morning everyone, how are you today’ the researcher gave greeting. Good morning miss, I am fine and you? They answered the teacher. Who is absent today? The researcher asked them used English expression. ‘No one miss’ they reply used English expression too.

(Field note 11)

From here, the students can answer the teacher question signed that they now understand some English expression which taught by teacher during applying the actions. They had been familiar with the routine while watched the video.

In the while-viewing, she played the video about ‘Public Places’ and asked them to follow her instructions. For example ‘repeat after me’ the researcher asked them to pronounce the words related to the topic. She then gave the chance to the students to practice themselves. The researcher showed the pictures about public places asked them to guess the names of the places. She called her/ his

name to mention the names of the places she point forward. Some students still did the mistakes while guess the answer. They said that they forget it.

The researcher explained how to ask and gives information about public places. She wrote the example on the blackboard and showed how to ask and give information to others. After the students understand, she showed the map about directions. She taught the directions one by one.

Attention please! The researcher asked the students to pay attention. Go straight, turn left, turn right, stop, the researcher give the example by using gestures and body movement. She tried again so that the students more understand. Did you get the point? (apakah kalian mengerti?), she asked to the students. Yes miss (they answered using language expression). Good job, the researcher complemented.

Now, I give order and all of you had to practice the directions. Are you ready? Yes I am ready. They answered

(Field note 11)

After the students practiced about the directions, the researcher gave the task to the students; they have to draw the pictures about directions and give the names of the directions. In this meeting the game about directions cannot be implemented because at eight o'clock the teachers have a meeting. So the students were returned early.

Based on the field note, the researcher found that the students seem happy when the she asked them to do like her order. The students not gave a complaint or be lazy like the first time the researcher taught them. They more active to asked

when they did not know about the material. And they gave respond while the researcher gave instructions.

c. Reflection

After conducting the actions in the first cycle, the researcher and collaborators did some reflection. It was done based on the observation as long as the teaching and learning process, the students' opinion, and commands from the teacher as observer. The description of each action is as follows.

1. Using Audio visual aid (video) as main media in actions

The use of audio visual media was applied in every meeting. From the pre-viewing to the past- viewing the media were used in all activities. In the pre-viewing the video was used to present and attract the student attention to the topic. In while viewing, the video was used as the material of the lesson. The teacher explained the lesson, gave them exercises, taught the pronunciation, etc. All activities were conducted by students based on the video. In the post viewing, sometimes the video was used for pleasure. The audio visual aids were effective media of attracting and motivating the students in the teaching and learning process. The media helps the students to improve their pronunciation because they listen directly from the native speaker on the video. Therefore, they will be more active in the classroom. The audio visual aids also could help the teacher to present the material as well. It is useful for teacher because she/ he can avoid monotonous teaching and learning process.

2. Using picture/ flash card, song and games

Picture, song and games were used as supporting media. Picture, song and games are very affective to attract the students especially when they feel bored. Picture was very helpful to the students for memorizing and comprehending material. Sometimes the students had difficulty to comprehend the lesson so the teacher usually used the picture to help them.

Children were more enthusiastic when singing the song and playing the game. The songs were used in the opening activity and sometime in the main activity of the lesson. The teacher also used games as the supporting activity in the lesson. They could create a fun atmosphere in the teaching learning process, so the children had more motivation to take a part in the English class learning process.

3. Using gestures and body movement

Gestures and body movement were used as the supporting activities. The gestures and body movement help the teacher explains the material clearly and gives the instruction easily to understand. For the students, they can respond the teacher instruction easier by gestures and body movement. The gestures represented the instructions so the teacher did not need to translate them. For example when the teacher put the point finger in front of the mouth when giving the instruction 'keep silent' to show that it meant they must stop talking. The body movement particularly helps the children understand the instruction especially when the teacher taught the song and games.

4. Using group work

Group work was useful to teach cooperation among the students. It also teaches them how to help each other. The teacher used group work to know the students attitudes and the students' characteristic. When the teacher applied this in teaching and learning process, the teacher found that some students did the work individual although the assignment must be done together. After the researcher discussed with the teacher, she found that the teacher rarely or never used this way in teaching learning process.

d. The Result of Cycle 2

After the researcher did the reflection of the actions, there were some points that could be found as follows.

1. Using audio visual aids

Audio visual aid is useful for both of the teacher and students. The teacher can avoid the monotonous teaching and learning process because she/ he have variation in teaching. Then, audio visual media also could help the teacher to present the material as well. The audio visual media was effective media of attracting and motivating the students in the teaching and learning process. The media helps the students to improve their pronunciation because they listen directly from the native speaker on the video. Therefore, they will be more active in the classroom.

2. Using picture/ flash card, song and games

Picture, song and games were used as supporting media/ sources. Picture, song and games are very affective to attract the students especially when

they feel bored. Picture was very helpful to the students for memorizing and comprehending material. Children were more enthusiastic when singing the song and playing the game. The songs were used in the opening activity and sometime in the main activity of the lesson. The teacher also used games as the supporting activity in the lesson. They could create a fun atmosphere in the teaching learning process, so the children had more motivation to take a part in the English class learning process.

3. Using gestures and body movement

Gestures and body movement were used as the supporting activities. The gestures and body movement help the teacher explains the material clearly and gives the instruction easily to understand. For the students, they can respond the teacher instruction easier by gestures and body movement. Both gestures and body movement motivate the students in learning and support them to active students in learning participation.

4. Using group work

Group work was useful to teach cooperation among the students. It also teaches them how to help each other. The teacher used group work to know the students attitudes and the students' characteristic. When the teacher applied this in teaching and learning process, the teacher found that some students did the work individual although the assignment must be done together. It recommended for the teacher for using this way while she teach their students to make students more care with their friends, have a sense of social, and have a good attitude to deserve each others.

B. Finding

The action was implemented in two cycles. The cycles in the research had been finished. Several findings taken from the implications of action are as follows.

1. Using audio visual media (video) were very affective to improve English teaching and learning process. By applying the audio visual aid in learning process, the students could actively participate and enjoy the English teaching-learning process. The students more easily understand the material which taught by teacher. The students were easy to settle and paid attention in learning process. It could be seen as long as teaching learning process, the researcher and the English teacher observed that there was a progress in the students' attention. The students became more interested and paid attention to the lessons. The students did not show boredom in the English teaching learning process. They were actively involved in the English teaching learning activities.
2. Pictures/ flash cards helped the students easily memorize vocabulary and identify new words. By using colorful pictures in teaching, teacher could motivate the students interesting in learning process.
3. Songs and games were effective to motivate the children in the teaching learning process. Songs and games helped them easier to understand the lesson and make students enjoy the lesson. Meanwhile the use song and games could motivate them to learn and they also could create a fun

atmosphere in the class. Besides, the use of interesting media could attract the students to give their attention. Therefore the students' involvement was improved.

4. Gestures and body movement could help the children to understand the instructions and to ease them to respond to the instructions. They could cheer the children up during the teaching learning process.

The following were the changes occurring in the Teaching and Learning process from the pre-action, Cycle I and Cycle II. They were both successful and unsuccessful result.

The changes before and after implementation

Before actions were conducted	Cycle 1	Cycle 2
The students lost their attention easily	The students started attention while the teacher explained the material in teaching.	The students enjoy every phase and paid attention every instruction given by teacher.
The students' involvement in English teaching learning process was low	The students started interest in learning process. They seemed enthusiastic in singing, playing the game and when they researcher used audio visual media (video) to teach them.	Most of the students enjoy in learning. The media were used affective to motivate them to involve actively.
The teaching aids were rarely used in English teaching learning process	The students enthusiastic had seen the teacher bring the laptop, speaker, and projector. The	They more familiar with the aids which were brought by teacher. They became more motivated

	students looked happy when the teacher used interesting media in teaching.	and enjoyed the lesson. Because the teacher used various media in teaching.
The activities were monotonous	The teacher gave many various activities to make students not be bored. The students looked happy although some of them still looked bore.	The students very enthusiastic conducted activities in learning. They looked not bored sometimes they request the teacher to repeat the activities like singing or playing the games.

CHAPTER V

OBJECTIVES, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Objectives

The objectives of the research is to know whether audio visual aid can be improved students' involvement in the English teaching and learning process in SD N Krapyak I especially at the Third Grade students. In reference to the discussion in the previous chapter, it can be concluded that the implementation of the use of audio visual aid successfully improved the students' involvement in learning process.

B. Conclusions

The results of the implementation of audio visual aid based on the discussion in the previous chapter showed that the students' involvement improved. The results can be concluded below.

- a. The students actively involved in the teaching and learning process.

In the time the researcher was conducted observation before the actions, the researcher found that the students most easily lost attention and low participation in teaching and learning process. The teacher way in teaching was also monotonous. Now some changes were gotten after the implementation of the actions. By applying the audio visual aid in learning process, the students could actively participate and enjoy the English teaching-learning process.

T: Ayunda, please answer my question. Where is police work?
 S: kantor polisi. (Police station)
 T: Good. Putri, where is doctor work?
 S: rumah sakit. (Hospital).
 (Field note 10)

T: What is called in English? (peneliti menunjukkan gambar kepala)
 S: It is head.
 T: Good. And what is called in English? (peneliti menunjukkan gambar wajah)
 S: Face.
 (Field note 7)

- b. The students give the attention in learning process better than before.

It could be seen as long as teaching learning process, the researcher and the English teacher observed that there was a progress in the students' attention. The students became more interested and paid attention to the lessons.

- c. Ease the children to understand and respond to the instructions.

Using gestures and body movements eased the students to understand the instructions. The students also familiarize with English expressions with given by teacher in classroom. It can be seen by the students' responses.

Attention please! The researcher asked the students to pay attention. Go straight, turn left, turn right, stop, the researcher give the example by using gestures and body movement. She tried again so that the students more understand. Did you get the point? (apakah kalian mengerti?), she asked to the students. Yes miss (they

answered using language expression). Good job, the researcher complemented.

Now, I give order and all of you had to practice the directions. Are you ready? Yes I am ready. They answered

(Field note 11)

C. Implications

The research finding showed that audio visual can be applied in the English teaching and learning process. The actions have some implications. They are described below:

1. The implementation of audio visual aid improved students involvement

The audio visual aid was used as the main activities to improve the students' involvement were successful. It was effective to encourage children to learn English and to attract their attention during the teaching-learning process. They were also more motivated to learn English and can actively engage in the teaching-learning process. It implies that audio visual aid can be used to improve students' involvement. By applying this, the students could actively participate and enjoy the English teaching-learning process.

2. The use of pictures, songs, and games motivate the students in learning English.

As the supporting aids pictures, songs, and games gave the contribution to motivate and attract the students in learning English. The students enjoy while the teacher asked them to sing and play the games. It implies that pictures,

songs and games could be used as the interesting media for the teacher to teach English especially in elementary school.

3. The use of gestures and body movements for accompanying the classroom English ease the children to understand and to respond to them and make the children familiar with the English expressions. It implies that it is important for the teacher to make sure that the children understand what the teacher says and it can be seen from their responses.

D. Suggestions

Based on the conclusions and implications that have been explained above, some suggestions will be directed towards the English teacher, writer and other researcher.

1. For the English teacher

In reference to the discussion in the previous chapter, it can be concluded that the implementation of the use of audio visual aid successfully improved the students' involvement in learning process. Audio visual aid can be used as affective aid to teach English for children more interesting. Beside, song, pictures and games also can be used as the alternative media which ease to apply in learning process. Students could be enjoyable and enthusiastic while the teacher teaches them with interesting media. Moreover, to make students understand the English instruction, the teacher could apply gestures and body movement. Those all aids affective to improve students' involvement in English teaching and learning process.

2. For the others researcher

This research may be used as the reference for others researcher to explore their ideas about the useful of technology especially audio visual aid to improve students' involvement in English teaching and learning process. With conducting the researches I believe that many kinds of ways can be developed to improve the quality of English teaching and learning process in Indonesia.

3. For the writer

This research may be inspired the writer to write about the effectiveness of audio visual media that can be used by teacher as reference in teaching especially teaching English for children.

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File note I

Ruang kepala sekolah

Time : 29 January 2013

“Assalamu”alaikum Bu?”. Peneliti memasuki ruang kepala sekolah. Wa’alaikumussalam Mbak Dian, mari silahkan masuk. Ada yang bisa saya bantu? Ibu kepala sekolah memepersilahkan peneliti untuk duduk. Begini bu saya bermaksud melakukan penelitian untuk skripsi saya jawab peneliti. Oya, kelas berapa yang mau di ambil untuk penelitian? Tanya KS. Kelas tiga bu jawab Peneliti. Sudah bilang sama bus Santi kalau mau penelitian tanya KS. Sudah Bu kemarin sudah bertemu dan bilang ke Bu Santi. Ya monggo mbak kalau mau penelitian silahkan. Kalau ada yang perlu di bantu, disampaikan saja. Untuk waktu dan materinya sudah di bahas sama bu Santi? Tanya KS. Ya bu sudah, jawab Peneliti. Ya sudah silahkan mbak. Ya bu terimakasih, jawab peneliti. Saya permisi Bu. Nggih monggo jawab KS.

File notes 2

Observasi I

Time: 30 Januari 2013

Peneliti memasuki ruang kelas setelah guru bahasa Inggris memeperkenalkan peneliti kepada siswa. Dari kursi belakang, peneliti mengamati situasi selama proses belajar mengajar. Mulai dari cara guru mengajar, materi yang diajarkan, dan siswa. Sebelum mulai pelajaran guru meminta ketua kelas untuk memimpin doa. Situasi terasa tenang karena semua sisiwa berdoa. Setelah sekitar lima menit, guru menyampaikan tentang materi yang akan di bahas pada hari ini tetapi sebelum itu guru mengabsen siswa dan menanyakan siapa siswa yang tidak masuk. Guru: “hari ini kita akan membahas tentang benda- benda yang ada di dalam kelas.

Coba perhatikan benda- benda apa saja yang ada di ruangan ini? Siswa: “ buku, papan tulis, kapur, meja, kursi, penggaris, pulpen, pensil, kipa angin, penutup jendela (korden), lampu, dll. Ruang kelas terdengar gaduh karena hampir semua siswa menjawab secara bersamaan. Kemudian bu guru menuliskan nama- nama benda tersebut di papan tulis. Bu guru juga menyuruh siswa untuk menyalin tulisan tersebut ke buku mereka. Anak- anak masih saja rebut ada yang mgobrol dan yang lain lari- lari dan ada yang memukul- mukul meja. Mereka tidak memperhatikan ketika bu guru menyuruh mereka diam. Kemudian bu guru memberi pertanyaan

kepada mereka. Coba Candra, benda apa saja yang ada di kelas ini.? Sebutkan dalam bahasa Inggris. Candra: blackboard, pen, emm buku kapur. Buku sama kapur apa bahasa Inggrisnya? Yang lain menjawab Book, kapur itu chalk. Bu guru member tugas kepada mereka untuk mengerjakan soal yang ada di LKS dan setelah itu mereka di suruh menghafalkan nama benda-benda yang ada di dalam kelas.

Setelah jam bahasa Inggris selesai, Peneliti menemui bu guru bahasa Inggris di ruang guru untuk berdiskusi tentang proses belajar mengajar tadi. Guru BI: “gimana mbak tadi waktu lihat anak-anak belajar? Anak- anak rebut banget ya?”. Peneliti: “ya bu tadi beberapa memang memperhatikan tapi kebanyakan mereka tidak memperhatikan (rebut sendiri)”. Guru BI: ya mbak kelas tiga ini sering rebut , maka dari itu saya biasanya setelah selesai materi saya langsung memberikan tugas kepada mereka. Biar mereka tidak ribut. Oya mbak di kelas ini memang agak unik, ada lima anak yang semangat belajarnya kurang. Meskipun sudah di coba dengan pendekatan tetap saja. Itu kenapa bu mereka seperti itu? Tanya peneliti. saya juga kurang tahu mbak, kalau di jelaskan baru sebentar saja sudah mereka sudah sibuk dengan dirinya sendiri. Saya sudah menanyakan ke wali kelasnya beliau juga mengatakan kalau pelajaran lain juga seperti itu. Oh begitu bu jwab peneliti. minggu depan gimana masih mau observasi? Tanya bu guru BI. Ya bu observasi sekali lagi. Biar saya tahu lebih detail siswa kelas tiga. Jawab peneliti. ok mbak kalau begitu. Jawab bu guru BI ketemu lagi minggu depan ya?. Ya bu. Jawab peneliti.

File notes 3

Observasi 2

Time: 6 February 2013

In the second observation researcher arrived at the school ten minutes before the class started. Hallo, Miss Dian! Some of the third grade students give greeting. After the bell was ringing, the students make a line front of each class. Like the last week, researcher sat at behind and observed the teaching learning process. The situation was not different from before. The students were noisy, they not pay attention the teacher, some of them chatted to their friends and till the time was finish some students had not finished their work. So, the teacher asked them to work at home.

Pada observasi ke dua ini, peneliti tiba di sekolah lebih awal sepuluh menit sebelum bel masuk kelas berbunyi. Suasana sekolah ramai karena anak- anak masih bermain di halaman. Hallo Miss Dian. Beberapa siswa menyapa peneliti. Hallo juga. Jawab peneliti. setelah bel berbunyi, siswa –

siswa berlarian menuju kelas masing- masing. Tapi sebelum itu mereka berbaris di depan kelas. Bu guru bahasa Inggris datang dan menyapa: Hi Mbak sudah datang to? Ya bu. Jawab peneliti. setelah masuk kelas, seperti biasa mereka berdoa. Good morning students (bu guru menyapa mereka). Good morning Miss. Jawab siswa. How are you today? tanya bu guru BI. I am fine and you? Tanya siswa. I am fine too. Thank you. Jawab bu guru BI. Kemudian bu guru BI mengabsen mereka. Dan pelajaranpun di mulai. Situasi kelas masih sama seperti kemarin siswa kurang begitu memperhatikan ketika guru menerangkan pelajaran. Ada yang ngobrol dan bahkan tidur tiduran di meja (meletakkan kepalanya di meja). Akhirnya bel berbunyi jam pelajaran bahasa Inggris selesai. Siswa mengumpulkan tugas yang di berikan guru. Tapi beberapa siswa belum selsai mengerjakan sehingga bu guru menyuruh mereka menyelesaikan tugas itu di rumah.

File notes 7

Sabtu: 13 Februari 2013

Pukul: 07.00- 08.10

Ruang kelas tiga

Implementation 1

Peneliti berjalan menuju ruang kelas tiga. Di dalam kelas siswa- siswa sudah duduk di tempatnya masing- masing. setelah melatakan peralatan/ media yang di bawa diatas meja. Peneliti mulai memasang peralatan yang dibawa. Ketika peneliti sedang mensetting media, beberapa siswa yang duduk di depan bertanya. Miss Dian bawa apa? Peneliti menjawab: Miss Dian bawa laptop, LCD sama speaker. Ketika mencoba menyambungkan LCD ke Laptop ternyata laptopnya tidak support dengan LCDnya. Sehingga peneliti memfokuskan pembelajaran menggunakan laptop dan gambar saja. Sebelum memulai pelajaran peneliti membuka dengan salam dan memeriksa presensi. *Good morning students? How are you today?* peneliti menyapa siswa. *I am fine and you?* Siswa pun menyapa peneliti. *Fine, thank you.* Untuk pemanasan peneliti menggunakan lagu (*nursery rhyme*) 'BINGO'. Setelah itu pelajaran bahasa inggris di mulai. Oke anak- anak Miss Dian akan memutarakan sebuah video kalian semua boleh maju untuk melihat videonya. Siap ya? (Peneliti mulai memutar video). anak- anak terlihat antusias melihat video itu. Meskipun suasana agak rebut tapi anak- anak terlihat tertarik untuk memperhatikan.

Setelah beberapa menit Peneliti mematikan video, kemudian bertanya kepada mereka. P: ya sudah ya, nah dari video tadi apa yang kalian lihat? S: gambar manusia Miss. (mereka berebut menyebutkan ada yang mengatakan gambar manusia, wajah, badan, dsb). Ya semua benar. Sekarang Miss dian tanya lagi. Kalau manusia memiliki anggota tubuh tidak? S: memiliki (mereka menjawab dengan serempak). P: nah coba sebutkan apa saja bagian- bagian tubuh

manusia itu? S: kepala, mata, rambut, hidung, tangan, kaki, mulut Miss. P: that's right. Good. Peneliti kemudian menuliskan nama- nama bagian tubuh yang mereka sebutkan dalam bahasa Inggris dan menuliskannya di papan tulis. Setelah itu Peneliti menunjukkan flashcards kepada mereka dan meminta mereka menirukan pengucapan Peneliti dalam bahasa Inggris. Peneliti menjelaskan tentang bagaimana 'menanyakan dan member informasi yang berkaitan dengan parts of the body'. Peneliti pun meminta siswa untuk menjadi contoh di depan kelas. P: siapa yang mau maju jadi sukrelawan? Dua orang saja.

Peneliti memutar video untuk yang kedua kalinya. Saya akan memutar video ini jadi tolong kalian perhatikan baik-baik karena setelah ini Miss Dian akan memberikan latihan kepada kalian. Are you ready? Peneliti mengulangi lagi Are you ready?. Anak- anak tetap diam. Mereka tidak mengetahui maksudnya. Peneliti kembali mengucapkan dalam bahasa Indonesia. Apakah kalian siap untuk melihat video lagi? Siap (siswa menjawab dengan serempak). Are you ready? Jika Miss dian mengucapkan kata- kata itu kalian menjawab ready. Oke? Are you ready? (peneliti bertanya). Ready (siswa menjawab sambil malu- malu dan tertawa). Peneliti memutar video dua kali supaya siswa benar- benar memahami apa yang ada di dalam video. Setelah itu peneliti memberikan latihan menyusun huruf- huruf yang di acak menjadi kata yang benar.

Sudah selesai semua? Peneliti bertanya. Belum Miss. Jawab siswa. Peneliti berkeliling memeriksa dan menanyakan apakah mereka mengalami kesulitan. Beberapa anak terlihat sedikit bingung. Peneliti mencoba bertanya.” Shohib gimana sudah selesai?”. “belum Miss. P: “mana yang belum selesai?”. Coba shohib dngarkan tadi Miss Dian member instruksinya bagaimana. Susunlah dari huruf- huruf yang di acak menjadi kata yang benar. S:”Oh ya Miss saya ngerti”.peneliti kemudian menjelaskan kembali instruksi pengerjaan latihan. Coba semua perhatikan. Pasangkan gambar dengan kata yang ada di sebelahnya. Misalnya lihat gambar di sebelah kiri. Gambar apa?. S: head. Nah seperti itu. Jadi fahamkan apa yang harus di kerjakan. Candra: “Ya Miss paham kok itu shohib tu memang sering ga memperhatikan kok Miss”. Shohib: “Enggak lo”.

Setelah selesai mengerjakan latihan, peneliti dan siswa memeriksa pekerjaan bersama. Peneliti memberikan pertanyaan dari no 1 sampai 10 dan siswa yang di tunjuk harus menjawab. Untuk membuat suasana lebih ceria peneliti memutar video song 'haed, shoulders, knees and toes'. Semua siswa terlihat senang dan antusias. Peneliti mengajarkan lagu dengan gerakan dan siswa di minta untuk mengikuti dengan gerakan juga.

Head, shoulders, knees and toes

Knees and toes

Head, shoulders, knees and toes

Knees and toes

And eyes and ears and mouth and nose

Head, shoulders, knees and toes

Kness and toes

Di post- viewing, peneliti menjelaskan beberapa instruksi yang berkaitan dengan parts of the body melalui games “Simon says”. Peneliti memberikan contoh pengucapan nama- nama bagian tubuh tersebut sambil melakukan gerakan contohnya: *touch your head, touch your hand, touch your nose, dsb.* Semua siswa menirukan apa yang di instruksikan oleh peneliti. Peneliti mengajarkan permainan untuk melatih konsentrasi siswa dan memahami instruksi- instruksi dalam bahasa Inggris yang berkaitan dengan parts of the body. Simon says *stand up please*, Simon says *sit down please, touch your heir, touch your hand, dsb.*

Waktu sudah menunjukkan pukul 08.10 ini berarti waktu pelajaran bahasa Inggris sudah selesai. Sehingga satu latihan peneliti berikan sebagai home work. Peneliti menutup pelajaran dengan salam dan good bye.

File notes 8

Sabtu: 20 Februari 2013

Pukul: 07.00- 08.10

Ruang kelas tiga

Implementation 2

Seperti pekan sebelumnya, peneliti masuk kelas dan membawa media untuk pelajaran selanjutnya. Sebelum kegiatan belajar di mulai siswa-siswa berdoa. Peneliti mengucapkan salam menanyakan kabar siswa, “good morning students?”, anak- anak menjawab: “good morning Miss. “How are you today?”, “I am fine, and you?”. “I am fine, thank you”. Jawab peneliti. Peneliti menanyakan *who is absent today?* (siswa hanya diam saja). Peneliti mengulangi pertanyaannya *who is absent today?* siapa yang tidak masuk hari ini? Candra Miss, jawab mereka. Kenapa? Peneliti menanyakan lagi. Sakit Miss katanya.

Oke, sebelum kita belajar kita bernyanyi dulu, mau tidak? Tanya peneliti. mereka menjawab: “mau Miss”. Sudah pernah di ajarkan lagu “*if you happy and you know it*” belum? Siswa: belum Miss. Dengarkan baik- baik ya?

If you happy and you know it song

If you’re happy and you know it, clap your hands

If you’re happy and you know it, clap your hands

If you’re happy and you know it, and you really want to show it

If you’re happy and you know it, clap your hands

If you're happy and you know it stomp your feet

If you're happy and you know it stomp your feet

If you're happy and you know it, and you really want to show it

If you're happy and you know it, stomp your feet

Peneliti mengajak siswa untuk menyanyi bersama- sama. Setelah itu peneliti memulai pelajaran. Seperti sebelumnya. Video, LCD dan speaker telah terpasang. Peneliti memutar video sekilas. Kemudian mematikan video. La Miss kok di matiin. Salah seorang siswa bertanya. Suasana kelas tampak ribut. Peneliti mengingatkan siswa, *keep silent please!* Ya Miss kok di matiin to? Beberapa siswa seperti candra, sohib, ayunda bertanya lagi. Kalau kalian masih ribut Miss Dian ga akan memutar video lagi. Beberapa siswa mengingatkan teman mereka yang sedang rebut. Ayunda sebagai ketua langsung berdiri. Weh meneng to (mengingatkan temannya menggunakan bahasa jawa. Setelah beberapa menit akhirnya kelas bisa terkondisikan. Peneliti membarikan pertanyaan berkaitan dengan isi video. Peneliti: "What is it?, siswa: "pen". Peneliti bertanya lagi "What is it?, siswa: "book". Peneliti: "Good answer". Peneliti mengeluarkan flashcard dan menunjukkan kepada beberapa siswa sambil bertanya. "What is it? Siswa menjawab: "Blackboard", kemudian teacher menjawab it is a/ an ...peneliti menjelaskan tentang bagaimana memberikan informasi tentang benda- benda yang ada di kelas. Peneliti mengulangi pertanyaan dan menuliskan jawaban siswa di papantulis.

Peneliti juga membarikan contoh cara pengucapan kata- kata benda tersebut. Peneliti memutar kembali video dan mengajak siswa untuk melafalkan kata- kata yang ada di dalam video bersama- sama. Peneliti kemudian mengajarkan lagu tentang *things in the classroom*. Now, stand up please! Peneliti menyuruh siswa berdiri. Beberapa siswa sudah berdiri sedang yang lain masih duduk. *Stand up please!* Peneliti memberi instruksi lagi. Setelah semua berdiri, peneliti mulai menyanyikan lagu.

This is a window, this a door

This is a table, this is a chair

This is a blackboard, this is a chalk

This is a ruler, this is a pen

Setelah mereka hafal lagunya, peneliti memberi kesempatan kepada siswa untuk bernyanyi lagi. Peneliti membagikan kertas untuk latihan. Latihan terdiri dari 15 soal. Sepuluh soal menandai gambar benda- benda yang ada di dalam kelas dengan mendengarkan instruksi dari guru. Lima sola selanjutnya adalah melengkapi dialog yang ada. Setelah selesai peneliti memeriksa jawaban siswa. Peneliti memberi kesempatan pada siswa untuk menjawab pertanyaan tanpa di tunjuk hal ini peneliti lakukan untuk mengetahui sejauhmana keberanian dan kepercayaan diri siswa.

Waktu belajar bahasa Inggris sudah akan selesai. Sama seperti pertemuan sebelumnya, peneliti mengajarkan classroom instruction yang berkaitan dengan benda- benda yang ada di dalam kelas. Nah kalau miss Dian menunjukkan gambar pulpen ini dan berkata "touch the pen atau

touch the desk”, kalian harus menyentuh benda tersebut sesuai apa yang miss Dian instruksikan oke? Oke Miss jawab mereka. Mereka akan menjadi kelompok dan setiap kelompok memilih ketua untuk menjadi instruktur. Are you ready? peneliti menanyakan kesiapan siswa. Yes I am ready. jawab siswa serempak. dan permainan pun dimulai. Meskipun gaduh tapi siswa terlihat antusias melakukan permainan ini. Selasai itu peneliti mengucapkan salam dan pelajaranpun selesai.

File notes 9

Sabtu: 27 Maret 2013

Pukul: 07.00- 08.10

Ruang kelas tiga

Implementation I (cycle 2)

Peneliti masuk ruangan dan mengucapkan salam “Assalamu’alaikum. Wr. Wb. Good morning everybody? How are you today?, I am fine and you? Fine, thank you. Setelah itu peneliti mulai memasamng media untuk mengajar. Miss hari ini kita mau nonton apa? Tanya salah seorang siswa. Nanti bisa di lihat. Jawab peneliti. oke are you ready now? Peneliti menanyakan kesiapan siswa. Yes I am ready. jawab siswa. Tapi belum semua siswa menjawab. Wah kok belum kompak ya. Miss dian ulangi lagi, are you ready?, Yes I am ready. suara siswa terdengar kompak. Good. Jawab peneliti.

Peneliti memutar video, siswa tampak serius memperhatikan video tersebut. Seperti biasa dalam pre viewing ini siswa hanya melihat sekilas isi video. peneliti bertanya: “ siapa yang tahu video tadi tentang apa?, siswa: gambar jam Miss. Peneliti: well done, ad yang lain? Waktu Miss. Yang lain menjawab. Yes, that right. Ya benar jawab peeliti dalam bahasa Indonesia.

Peneliti kemudian mengambil sebuah jam dan memutar jam tersebut sambil bernyanyi ‘what time is it song’

What time is it? what time is it?

What time, what time, what time is it?

Peneliti mendekati siswa dan bertanya what time is it? Siswa menjawab three a ‘clock. Peneliti menyanyi lagi dan mendakati siswa yang lain. What time is it? Peneliti mendekati siswa yang bernama Arya. What time is it Arya? Hmm.. Arya bingung untuk menjawab. Oke it is eleven a ‘clock. Ayo ikuti ucapan miss Dian. It is eleven a ‘clock. Arya pun mengikuti ucapan peneliti. Good job arya. Peneliti memuji kerja arya yang mau mengikuti perintah peneliti. peneliti mendekati beberapa siswa yang lain. Dari cara tersebut ternyata belum semua siswa bisa memahami materi tentang waktu. Terutama ynag berkaitan dengan angka. Peneliti kemudian

mengajak mereka untuk mengingat materi tentang number. Ayo coba sekarang kita berhitung: one, two three, four, five, six, seven, eight, nine, ten

Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty,

Twenty-one, twenty- two, twenty- three, twenty- four, twenty- five, twenty –six,

Twenty-seven, twenty-eight, twenty –nine, thirty

Ayo ulangi sekali lagi. One, two, three, dst. Peneliti kemudian memakai jam tu mengajarkan mereka tentang number karena kebanyakan mereka lupa. Setelah itu peneliti menggunakan video song tentang time. Tujuannya agar siswa lebih senang dalam belajar. Tampak sekali siswa sangat antusias dan termotivasi untuk bernyanyi. Peneliti mengajak siswa untuk bernyanyi bersama-sama. Peneliti memutar video tentang telling time dan meminta siswa untuk memperhatikan video tersebut. peneliti menggunakan mouse untuk mem pause bagian perbagian agar siswa mudah memahami. peneliti juga menjelaskan tentang bagaimana bertanya tentang waktu kepada orang lain dan cara menjawabnya. Sekarang perhatikan. Miss dian memegang apa? Tanya peneliti. jam, jawab siswa. Miss dian bertanya, Candra what time is it? Maka candra harus menjawab it is a/ an... seperti itu faham semua? Ya miss. Jawab mereka.

Setelah video selesai diputar, peneliti bertanya “bagaimana susah tidak?” siswa: masih bingung miss. Peneliti memutar kembali video tersebut. “Oke, miss Dian putar sekali lagi ya, coba perhatikan baik- baik.” Peneliti memutar kembali video dan menjelaskan setiap bagiannya. Setelah selesai memutar video, peneliti bertanya kembali “bagaimana masih sulit tidak?” enggak miss sudah jelas. Benar sudah jelas? Peneliti memastikan siswa benar- benar faham. Ya miss, siswa menjawab. Ega dan sohib sudah faham belum? Mereka tertawa. Lo kok malah tertawa. Ya miss sudah. Peneliti member kesempatan kepada mereka untuk practice menggeser jarum jam dan saling bertanya.

Nah sekarang coba kerjakan tugas ini. Ga susah kan miss? Siswa yang bernama candra bertanya. Enggak, kalau tadi memperhatikan ga susah. Peneliti memberikan latihan dan menuliskannya di papantulis. Oke sekarang kalian kerjakan. Selesai mengerjakan peneliti menyuruh siswa mengerjakan di papantulis. Siapa yang mau menjawab soal tadi? Saya miss beberapa anak mengangkat tangan. Ya silahkan kerjakan no 1 siapa?, no 2?

Selanjutnya peneliti membagi siswa menjadi beberapa kelompok. Peneliti memberikan mini jam kepada setiap kelompok. Mereka berlatih bergantian memasang waktu dengan tepat dan memberikan informasi mengenai waktu kepada orang lain. Di akhir, peneliti mengadakan kerja kelompok. Dimana setiap kelompok harus menyelesaikan tugas yang di berikan peneliti, tugasnya mengisi jawaban mengenai waktu dengan pilihan yang tersedia. Waktu menunjukkan pukul 08.10 menandakan waktu belajar bahasa Inggris telah selesai. Peneliti menutup materi dengan refleksi, bernyanyi ‘one little Indian’ bersama- sama dan say goobbye.

File notes 10

Sabtu: 6 Maret 2013

Ruang kelas tiga

Implementation 2

Seperti pertemuan sebelumnya, peneliti membawa perlengkapan untuk memutar video. pada pertemuan ini peneliti masih memakai song, gesture and body movement, game dalam mendukung proses belajar mengajar agar lebih efektif. Materi yang akan di bahas pada pertemuan ini adalah tentang 'jobs and places'. Di sini guru menjelaskan tentang maam- macam pekerjaan dan tempat bekerjanya dengan memakai video dan gambar. Peneliti juga menggunakan lagu disertai dengan gerakan sehingga membuat siswa lebih senang untuk belajar. Do you like sing a song? Peneliti bertanya kepada siswa apakah mereka suka bernyanyi? Ya mereka menjawab. Oke sekarang miss Dian akan mengajarkan lagu. Kalian sudah pernah di ajari lagu hokey pokey? Belum miss. Kalau begitu perhatikan dan dengarkan miss Dian akan mengajarkan lagu ini.

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

You put your left hand in,
You put your left hand out,
You put your left hand in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

You put your right foot in,
You put your right foot out,
You put your right foot in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

You put your left foot in,
You put your left foot out,
You put your left foot in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

Semua siswa tampak senang bernyanyi dan melakukan gerakan meskipun kadang gerakan mereka masih sering salah. Selanjutnya seperti biasa, peneliti memutar video dan meminta siswa untuk menyimak dengan baik. Selesai itu, peneliti bertanya ‘nah setelah melihat video tadi, apa yang kalian lihat?’. Siswa menjawab ‘ada polisi, guru, dokter, tukang maska, dsb. Good answer. Peneliti kemudian menuliskan jawaban mereka di papan tulis dengan memaai bahasa inggris. Coba sebutkan satu per satu. Apa saja td yang dilihat di video? siswa menyebutkan satu per ersatu jawaban mereka. Coba sekarang dengarkan miss Dian akan mengucapkan kata- kat ini dn kalian ikuti sesuai dengan yang miss Dian ucapkan. Mengerti? Ya miss, jawab siswa.

Setelah itu peneliti memutar kembali video. melihat video lebih detail beberapa siswa tampak menyimak dan konsentrasi memperhatikan video. Sebelum peneliti menjelaskan materi, peneliti menanyakan kepada siswa yang berkaitan dengan topic.

R: Ayunda, coba jawab pertanyaan ini. Dimana tempat polisi bekerja ?

S: kantor polisi. (Police station)

R: Good. Putri, dimana dokter bekerja?

S: rumah sakit. (Hospital).

Oke. Ayo lihat lagi pekerjaan apa saja dan dimana tempat bekerjanya. Sohib dan Ega jangan ribut nanti gak bisa mengerjakan soal. Peneliti mengingatkan agar mereka berdua tidak rebut. Karena mereka sering ribut sendiri jika yang lain memperhatikan. Peneliti meminta mereka untuk mengikuti bagaimana cara membaca yang benar dengan memperdengarkan satu persatu cara pengucapannya. Selsai itu, peneliti memberikan siswa latihan tentang job dan places. Latihan terdiri dari dua bagian. Bagian yang pertama, memilih pernyataan benar atau salah. Yang kedua menjodohkan pernyataan dengan gambar ayng ada di sampingnya.

Di post viewing peneliti mengajak siswa melakukan permainan. Peneliti meminta siswa membuat kelompok. Peneliti menjelaskan tentang peraturan permainan kepada masing- masing kelompok. Setelah mereka jelas. Peneliti memulai permainan. Saat bermain peneliti memperhatikan mereka. Terlihat sekali mereka sangat senang melakukan permainan ini bisa di lihat ketika mereka meminta kepada peneliti untuk melakukan permainan lagi. Peneliti menghentikan permainan karan waktu sudah habis dan guru pelajaran lain sudah akan masuk.

Oke time is over, Peneliti mengajak siswa merefleksikan apa yang sudah mereka pelajari hari ini. Menutup pertemuan dengan salam. Ketika akan keluar siswa – siswa mengatakan miss besok belajar pakai video lagi ya? Peneliti menjawab ‘oke’.

Field Note 11

13 Maret 2013

Implementation 3

Good morning everybody, how are you today? I am fine and you? I am fine, thank you. Who is absent today? No one miss. Good students. Siswa sudah terbiasa dengan greeting dan ketika menanyakan siapa yang tidak masuk, siswa sudah memahami English expression sehingga mereka menjawabnya dengan bahasa Inggris juga. Peneliti meminta siswa untuk berdiri ‘stand up please’. Siswa secara serentak berdiri. ‘Sit down’ peneliti menyuruh siswa untuk duduk. Kemudian menyuruh mereka untuk berdiri lagi. Mereka pun berdiri serempak. Siswa sudah memahami beberapa instruksi yang telah diajarkan peneliti. ‘Let’s sing a song’. Peneliti mengajak mereka untuk bernyanyi. Lagu apa miss? Mereka bertanya. ‘hokey pokey’. Peneliti mengajak siswa menyanyikan lagu ini karena di pertemuan sebelumnya mereka belum seberapa hafal dan lagu dan gerakannya. Okey are you ready? Yes I am ready. Mereka pun menjawab siap dengan bahasa Inggris.

Mereka berdiri bersama dengan peneliti menyanyikan lagu tersebut. Peneliti meminta siswa untuk duduk kembali. Seperti sesi sebelumnya, laptop, LCD, speaker telah siap di atas meja. Siswa terlihat sudah tidak sabar untuk menyaksikan video apa yang akan mereka lihat. Semua perhatikan! Peneliti memberi perintah kepada siswa. Setelah itu peneliti menanyakan apa yang ada dalam video tersebut. Siswa menjawab dengan serempak ‘tempat-tempat umum’. Karena sebelumnya mereka sudah belajar tentang pekerjaan dan tempat bekerjanya. Sehingga tidak sulit bagi siswa untuk menangkap materi yang disampaikan guru pada pertemuan ini.

Selanjutnya peneliti mengajarkan tentang directions ‘turn left (belok kiri), turn right (belok kanan), go straight (jalan terus), traffic light (lampu lalu lintas), etc. peneliti memberikan contoh gerakan sesuai dengan directionnya. Untuk memudahkan siswa, peneliti menggunakan gambar directions dan menuliskannya di papan tulis. Peneliti menyuruh siswa untuk mempraktekan tentang directions dan bagaimana memerikan dan meminta informasi tentang itu.

Terlihat siswa begitu enjoy dan senang ketika peneliti menyuruh mereka mempraktekan perintah-perintah itu. Untuk semakin memahami materi, peneliti memberikan tugas siswa untuk menggambar dan memberikan nama masing-masing direction dengan benar. Pada pertemuan ini peneliti tidak dapat mengimplementasikan permainan karena paksa delapan seluruh guru disekolah akan mengadakan rapat. Sehingga siswa di pulangkan lebih awal.

INTERVIEW TRANSCRIPTS

Interview 1

Time: 6 February

R: Hallo! Mbak namanya siapa? (Hallo! What is your name?)

Sr: Ayuninda

R: Mb Ayuninda Miss Dian mau tanya boleh? (Mb Ayuninda, May I ask you something?)

Sr: Ya miss boleh (Yes miss)

R: Kalau lagi belajar bahasa Inggris biasanya ngapain (What did usually you do in English teaching learning process?)

Sr: Ya kaya tadi Miss. Nulis, nerjain tugas (Like today Miss, writing and doing the task)

R: Pernah tidak di ajarin nyanyi? (Have you ever been taught by songs?)

Sr: Pernah, tapi jarang banget. (Yes, but it was very rare).

R: Kalau pakai gambar/ media pernah ga? (Have you ever taught by pictures or others media?)

Sr: Biasanya bikin gambar terus di kasih bahasa inggrisnya (We had made picture s and give the names)

R: Ok, terimakasih. (Ok, thank you).

Interview 2

Time: 6 February

R: Hello, Mas siapa namanya? (Hello, what is your name?)

S²: Candra. (candra)

R. Mas Candra, kenapa tadi di kelas rebut? (Why you make noisy in classroom Candra?).

S². Capek Miss nulis terus. (Because, I am tired in writing miss).

R. Pernah gak diajarkan permainan? (Have you ever played the games?)

S². Ga pernah. (Never)

R: Kalau ngajar pakai di ajar pakai media pernah ga? (Have you ever taught by media?)

S²: media itu apa Miss? (What is media?)

R: Itu lo kaya pakai gambar lagu- lagu.

S²: Ga pernah Miss, nulis terus kok. (Never, writing only)

R. Ok. Makasih ya? (Okay, thank you)

Interview 3

Time: 6 February

R: Hallo, namanya siapa? (Hallo, what is your name?)

S³: Oktavia Miss

R: oke, oktavia. Kalau belajar bahasa Inggris biasanya ngapain?

S³: Biasanya ya ngerjain LKS sm nulis di buku tulis Miss.

R: kalau pakai gambar atau lagu pernah ga?

S³: kalau lagu pernah Miss tapi jarang banget.

R: lagu apa?

S³: A, B, C itu lo Miss.

R: Oh Alphabet?

S³: ya.

R: pernah gg bu guru ngajar pakai video?

S³: ga pernah Miss.

R: okay, makasih ya?

S³: sama- sama Miss.

Interview 4

R : *Namanya siapa?" (what is your name?)*

S *Candra*

R *Candra suka tidak belajar pakai media kayak video tadi? (Candra, do you like learning by video?)*

S *Suka Miss. (I like it, Miss).*

R *Lebih suka dengan gambar apa dengan video? (what do you prefer picture or video?)*

S *Video Miss*

R *Kenapa? Why?*

S1 *Lebih menarik dan senang. (It is more interesting and i have fun)*

Interview 5

R : *Namanya siapa?" (what is your name?)*

S : *Ayunda*

R : *Ayunda suka tidak belajar pakai media kayak video tadi? (Ayunda, do you like learning by video?)*

S : *Suka Miss. (I like it, Miss).*

R : *Kenapa suka? (why you like it?)*

S : *Lebih paham. (I understand).*

Interview 6

R : *Namanya siapa?" (what is your name?)*

S : *putri*

R : *Putri suka tidak belajar pakai media kayak video tadi? (Putri, do you like learning by video?)*

S : *Suka Miss. (I like it, Miss).*

R : *Kenapa suka? (why you like it?)*

S : *Enak belajarnya (easier).*

Interview 7

R : *Ega gimana belajarnya tadi? (ega what do you thing about our lesson today?)*

S : *Senang miss. Nyanyi, main game. (I like it miss. Singing, playing games)*

R : *Lebih mudah belajarnya enggak? ? (ease to understand ?)*

S : *Ya Miss. (Yes, Miss).*

R : *Ok. Thank you*

Interview 8

R : *Hallo via?*

S : *Hallo Miss?*

R : *Via suka tidak belajar pakai video? (do you like learn using video?)*

S : *Ya Miss. (Yes, Miss).*

R : *Why?*

S : *Mudah dan mengerti. (it is easy and I can understand).*

R : *Kalau dengan nyanyi dan game? (how about song and game?)*

S : *Menarik bisa nyanyi. Those are interesting. I can sing the song*

R : *Oke terimakasih via. (Okay, thank you Via).*

Interview 9

R : *Hallo namanya siapa? Hallo, what is your name?*

S : *Afifah Asri*

R : *Afifahsuka tidak belajar pakai video? (do you like learn using video?)*

S : *Ya Miss. (Yes, Miss).*

R : *Why?*

S : *Mudah dan mengerti. (it is easy and I can understand).*

R : *Kalau dengan nyanyi dan game? (How about song and game?)*

S : *Jadi bisa nyanyi Miss. I can sing the song Miss*

R : *Oke terimakasih Afifah. (Okay, thank you Afifah).*

Interview 10

R : *Hallo namanya siapa? Hallo, what is your name?*

S : *Adista*

R : *Kalau bu guru ngajar pakai video suka tidak? Do you like if the teacher teaches you using video?*

S : *Ya Miss. (Yes, Miss).*

R : *Why?*

S : *Bisa nonton. Karean videonya lucu. I can watch it. It is funny*

R : *Kalau dengan nyanyi dan game? (How about song and game?)*

S : *Suka juga Miss. I like it too.*

R : *Oke terimakasih Adista (Okay, thank you Adista).*

Interview 11

R : *Hallo namanya siapa? Hallo, what is your name?*
 S : *Arya*
 R : *Kalau bu guru ngajar pakai video suka tidak? Do you like if the teacher teaches you using video?*
 S : *Suka Miss. (I like it)*
 R : *Suka video yang mana? What video?*
 S : *Semuanya. (all video)*
 R : *Kalau dengan nyanyi dan game? (How about song and game?)*
 S : *Suka juga Miss. I like it too.*
 R : *Oke terimakasih Arya (Okay, thank you Arya).*

Interview 12

R : *Hallo namanya siapa? Hallo, what is your name?*
 S : *Sarah*
 R : *Kalau bu guru ngajar pakai video suka tidak? Do you like if the teacher teaches you using video?*
 S : *Ya. (Yes).*
 R : *Kenapa?. Why?*
 S : *Menarik. Interesting*
 R : *Kalau dengan nyanyi dan game? (How about song and game?)*
 S : *Seneng juga Miss. (I like it too)*
 R : *Oke terimakasih. Okay Thank you*

The Course Grid Using Audio Visual Aids to Improve Students' Involvement in English Teaching Learning Process at Third Grade Students of SD N Krapyak I

No	Standar Kompetensi	Kompetensi dasar	Indikator	Learning Material			cycle	Learning Activities (Brewster 2002)	Description of using audio visual aid in teaching
				Media	Theme	Language focus			
1	Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah	1.1 merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas dan sekolah	<ul style="list-style-type: none"> Students are able to identify parts of the body Students are able to do the instruction given by teacher 	Video, picture about part of the body	Part of the body	Language function: <ul style="list-style-type: none"> Instruction <ul style="list-style-type: none"> Stand up please! Raise your hand! Sit down please! Touch your eyes! Touch your head! Put your hand down! Asking and giving information about parts of the body <ul style="list-style-type: none"> What is this called in English? It is ... (head, nose, etc) Vocabularies Head, hair, ear, eye, nose, mouth, cheek, forehead, eyebrow, neck, 		Opening activities: <ul style="list-style-type: none"> The teacher greets the students and then they pray together. The teacher asks the students' condition. The teacher checks the students' attendance. Teacher sings a 'BINGO' song. The students listen when the teacher sings a song after that students sing a song together with the teacher. Main activities Pre – viewing <ul style="list-style-type: none"> The teacher plays the video for a moment to attract the students to watch the video. The teacher asks the students to guess what the video is about. The teacher shows some the flashcards about parts of the body and asks them to mention the names of parts of the body. The teacher then writes down some of the names parts of the body on the blackboard based on the students answered. 	1. Pre-viewing / Plan In this step, the teacher plays the video about parts of the body for a moment. The purpose is <ul style="list-style-type: none"> to attract the students to view the next video to make students focus on the topic which will discussed . 2. While –viewing/ Do <ul style="list-style-type: none"> The whole video was played in order to help students get the general information about the lesson (parts of the body) Viewing for detail in order to require the students focus on something very specific about parts of the body.

						shoulder, finger, arm, etc.	<ul style="list-style-type: none"> • The teacher explains about how to ask and give information about parts of the body by using flashcards. • The teacher invites two students be model in front of the class and practices a dialogue. Teacher: “What is this called in English? (The teacher shows the head of the picture)”. Students: “It is head”. • The teacher shows the flashcards to the students and asks them to answer like the example. <p>While- viewing</p> <ul style="list-style-type: none"> • The teacher play the video about parts of the body and asks the students to view and pay attention. • The teacher replays the video in order to the students get detail information. • Then, the teacher gives the tasks to the students match the pictures with the lists of words based on the video. <p>Post viewing</p> <ul style="list-style-type: none"> • The teacher explains the some class instruction related to the parts of the body. • The teacher pronoun the instruction and acts out the actions and the students follow the teacher’s actions. • After all students 	<p>3. Post- viewing</p> <ul style="list-style-type: none"> - To provide opportunities to the children to present and practice the language.
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							<p>understand the instruction, the teacher asks the students to play ‘Simon says’ game. The teacher explains the rule of the game. The students have to do the action like the teacher if the instruction is given using words ‘Simon says’ if an instruction without using the words ‘Simon says’ such as touch your ear! or touch your hand!, indicate that they should not do anything. The teacher calls the first group and does the teacher instruction. One by one the groups do the action until all groups get their turn.</p> <ul style="list-style-type: none">• The teacher gives some letters for each group and asks them to arrange make some words (about parts of the body). The group which could finish the first is a winner. <p>Close activities</p> <ul style="list-style-type: none">• The teacher asks the students about the materials and summaries the material together.• Teacher asks some question related to the material to the students.• The teacher and the students reflect together.• Teacher and students sing head shoulder knees and toes song together.• The teacher closes the class by greeting them and	
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							saying good bye.	
2.	Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah	1.1 merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan sekolah	<ul style="list-style-type: none"> Students are able to identify the things in classroom. Students are able to do the instructions given by teacher. 	Video, flash card, real object, puppet	Things in classroom	<p>Language instruction:</p> <ul style="list-style-type: none"> Point to the calendar! Touch the book! Put your book! Raise your hand! Stand up! Sit down! <p>Asking and giving information about thing in classroom</p> <p>Asking:</p> <ul style="list-style-type: none"> What is this? <p>Answer:</p> <ul style="list-style-type: none"> It a/an ... <p>Vocabularies:</p> <p>Book, desk, chair, pencil, pen ruler, blackboard, calendar, fan, lamp, chalk, cupboard, etc.</p>	<p>Opening activities</p> <ul style="list-style-type: none"> The teacher greets the students and then they pray together. The teacher asks the students' condition The teacher checks the students attendance Teacher sings if you happy and you know it' song. The students listen when the teacher sings a song after that students sing a song together with the teacher. <p>Main activities:</p> <p>Pre viewing</p> <ul style="list-style-type: none"> The teacher plays the video for a moment to attract the students to watch the video The teacher asks the students 'What is it? (the teacher shows the picture of pen) The students answer: it is a/ an ... The teacher gives some pictures (flash card) to the students and the students who get the flash card answer the teacher question. The teacher writes down the students answer on the blackboard. The teacher mentions the things in the classroom and pronounces the words. The students listen to the teacher pronounces and follow her pronounces the 	<p>1. Pre-viewing / Plan</p> <p>In this step, the teacher uses the video about the things in the classroom. The purpose is</p> <ul style="list-style-type: none"> to attract the students to view the next video to make students focus on the topic which will discussed . <p>2. While –viewing/ Do</p> <ul style="list-style-type: none"> The whole video was played in order to help students get the general information about the lesson (things in the classroom) Viewing for detail in order to require the students focus on something very specific. <p>3. Post- viewing</p> <p>To provide opportunities to the children to present and practice the language.</p>

							<p>words.</p> <p>While viewing</p> <ul style="list-style-type: none">• The teacher sings ‘this is window’ song while point forward to the things.• The teacher asks the students to follow her sing the song.• The teacher plays the video and asks them ‘what things in classroom based on the video. The teacher replays the video to make sure the students understand the material.• The teacher asks the students to tick the picture given by teacher based on the video.• The teacher checks their answer and after that, she writes down their answer on the blackboard. <p>Post viewing</p> <ul style="list-style-type: none">• The teacher explains about some class instructions related to the things in the classroom.• The teacher gives the example those instructions and act out the actions.• The teacher invites four students to come forward. The teacher gives some flash cards for every student. The teacher then explains the rule of the game. Every group chooses one person to be a leader. The leader tasks are gives the instruction to their team	
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								<p>based on the pictures (for example touch the desk, the students must be touching the desk). The team acts out the action based on the leader instruction. One by one the team acts the action. The team that can finish the game without any mistake will be a winner.</p> <ul style="list-style-type: none">• The teacher gives the quiz related to the materials. The students listen the questions mentioned by teacher then ticking the answers provided. <p>Close activities</p> <ul style="list-style-type: none">• The teacher asks the students about the materials and gives them some question related to the material. They summaries the material together.• The teacher and the students reflect of the lesson.• The teacher closes the class by greeting them and saying good bye.	
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3	Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah	1.1 merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas dan sekolah	<ul style="list-style-type: none"> Students are able to set the clock based on the teacher instruction. Students are able to identify the numbers and tell the time. Students are able to apply the question and answer of time. 	Video, mini clock,	Telling time	<p>Language instruction: Set clock at...!</p> <p>Asking and giving information about telling time</p> <ul style="list-style-type: none"> asking the time What time is it? What is the time? Answering It is...(it is twelve o'clock) <p>Vocabularies Number from 1 (one) to 60 (sixty)</p>	<p>Opening activities:</p> <ul style="list-style-type: none"> The teacher greets the students and then they pray together. The teacher asks the students' condition The teacher checks the students attendance Teacher sing' little Indian' song. The students listen when the teacher sings a song after that students sing a song together with the teacher. <p>Main activities Pre-viewing</p> <ul style="list-style-type: none"> The teacher plays 'what time is it' song. The teacher sings 'what time is it' song and asks the students to follow her to sing the song. They sing a song together. Teacher set a clock and mentions it (five o'clock, nine o'clock, etc). The teacher then asks the students to guess the time while the teacher set the clock. And write down their answer on the blackboard. Teacher explains how to ask and give information about time. Teacher asks the 	<p>1. Pre-viewing / Plan In this step, the teacher uses the 'what time is it song' and plays the song. The purpose is</p> <ul style="list-style-type: none"> to attract the students to view the next video to make students focus on the topic which will discussed . <p>2. While –viewing/ Do</p> <ul style="list-style-type: none"> The whole video was played in order to help students get the general information about the lesson. Viewing for detail in order to require the students focus on something very specific related to the material. <p>3. Post- viewing To provide opportunities to the children to present and practice the language.</p>
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							<p>students to pronoun how to ask and give information about time based on the example.</p> <p>While viewing</p> <ul style="list-style-type: none">• Teacher plays the video about 'the daily routine'. While the teacher write down the key language related to the topic (like breakfast, lunch, dinner, etc)• The teacher asks the students to attention to the topic based on the video. The teacher pause step by step parts of the video and pronounces the words or sentences. The teacher then asks the students to follow her.• The students match the time with the lists of daily routine provided while view the video.• After finish the tasks, the teacher check the work and asks the students to write down the answer on the blackboard. <p>Post viewing</p> <ul style="list-style-type: none">• The teacher set o'clock (for example six o'clock, five o'clock, etc) then the students answer the teacher questions.• The teacher asks some students to come forward be models and practice to set the clock and others	
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							<p>students answers the question.</p> <ul style="list-style-type: none">• The teacher then divided the students into five groups and gives one mini clock for each group. The students practice until everyone can set the time and understand how to ask and give information about time.• The teacher gives a quiz about the time for the groups. The quiz is choosing the right answer and write under the pictures.• The teacher also gives a test to tick the right answer based on the question given by teacher. So in here the teacher wants to know their listening skills and their understanding about the material.• After finish it the teacher plays again the video and allows the students to listen it. <p>Close activities</p> <ul style="list-style-type: none">• The teacher asks the students about the materials and summaries the material together.• The teacher and the students reflection together.• The teacher closes the class by greeting them and saying good bye.	
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4.	Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas.	1.2 merespon instruksi sangat sederhana secara verbal.	<ul style="list-style-type: none"> Students are able to identify the public places. Students are able to do the instruction given by teacher. 	Video, puppet, pictures	Public place	<p>Language instruction:</p> <ul style="list-style-type: none"> Turn right, please! Go straight, please! Turn left please! Stop <p>Asking and giving information about public places</p> <ul style="list-style-type: none"> Where are you going? I am going to ... (market, bank, etc.) <p>Vocabularies: Bank, Restaurant, bookstore, Museum, hospital, Hotel, Park, Zoo, Police station, Market, Mosque, Temple, Church, School, etc</p>	<p>Opening activities</p> <ul style="list-style-type: none"> The teacher greets the students and then they pray together. The teacher asks the students' condition The teacher checks the students attendance Teacher sing' hokey pokey' song. The students listen when the teacher sings a song after that students sing a song together with the teacher. <p>Main activities</p> <p>Pre- viewing</p> <ul style="list-style-type: none"> The teacher plays the video for a moment to attract the students to watch the video. The teacher asks the students to guess 'what is the video about'. The teacher then asks them to mention the kinds of public places and shows the map of public places. The teacher pronounces the names of the public places and the students pronounce like the teacher's do. The teacher using puppet to give the example how to ask and give information about public places. The teacher to puppet "where are you going, dodo?" the puppet replies "I am going to ... (Bank, Zoo, etc). The teacher then acts as puppet (dodo) asks the students "where are you going?" 	<p>1. Pre-viewing / Plan</p> <p>In this step, the teacher plays the video about public places for a moment. The purpose is</p> <ul style="list-style-type: none"> to attract the students to view the next video. to make students focus on the topic which will discussed . <p>2. While – viewing/ Do</p> <ul style="list-style-type: none"> The whole video was played in order to help students get the general information about the material. Viewing for detail in order to require the students focus on something very specific related to the material. <p>3. Post- viewing</p> <p>To provide opportunities to the children to present and practice the language.</p>
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								<p>students answer “I am going to...(hospital or bookstore)</p> <ul style="list-style-type: none"> • The teacher asks two students to come forward. The teacher explains about some instruction related to the material and act out the action. The students repeat her pronounce the instruction and follow her action. <p>While viewing</p> <ul style="list-style-type: none"> • The teacher plays the video about public places. • The teacher explains about some direction related to the topic (for example go straight, turn left, turn right, stop, etc) and write the direction on the blackboard. • The teacher plays again the video and shows the power point related to the direction in order to the students comprehend the whole information. • The teacher check the students understanding by holding test related to the material. The students listen to the questions mentioned by the teacher then choose by ticking the answer provided. <p>Post viewing</p> <ul style="list-style-type: none"> • The teacher asks the students to play a game. The teacher explains the rule of the game. In this game the driver have to 	
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							<p>drive the passenger to the right place. For example the driver asks the passenger 'where are you going?' The passenger answer I am going to the post office. Then the passenger gives the direction such as go straight, turn right, stop. The driver who can take the passenger to the right place will be the winner.</p> <p>Close activities:</p> <ul style="list-style-type: none"> • The teacher asks the students about the materials and summaries the material together. • The teacher and the students reflection together. • The teacher closes the class by greeting them and saying good bye. 	
5.	Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas.	1.1 merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas dan sekolah	<ul style="list-style-type: none"> • Students are able to identify the jobs and occupations • Students are able to do the instruction given by teacher. 	Video, pictures	Jobs and Accupatio ns	<p>Language instruction:</p> <ul style="list-style-type: none"> • Turn right, please! • Go straight, please! • Turn left please! • Stop Asking and giving information about Jobs and Occupations • What do you do? • I am a/ an ... (doctor, teacher, etc) 	<p>Opening activities</p> <ul style="list-style-type: none"> • The teacher greets the students and then they pray together. • The teacher asks the students' condition • The teacher checks the students attendance • Teacher sing' hokey pokey' song. • The students listen when the teacher sings a song after that students sing a song together with the teacher. <p>Main activities</p> <p>Pre- viewing</p> <ul style="list-style-type: none"> • The teacher plays the video for a moment to attract the 	<p>1. Pre-viewing / Plan</p> <p>In this step, the teacher plays the video about public places for a moment. The purpose is</p> <ul style="list-style-type: none"> - to attract the students to view the next video. - to make students focus on the topic which will discussed . <p>2. While -viewing/ Do</p> <ul style="list-style-type: none"> - The whole video was played in

						<p>Vocabularies: Doctor, teacher, Nurse, Pilot, Police, Post office, librarian, etc</p> <p>Bank, Restaurant, bookstore, hospital, Hotel, Park, Zoo, Police station, Market,</p>	<p>students to watch the video.</p> <ul style="list-style-type: none"> • The teacher asks the students to guess ‘what is the video about’. • The teacher then asks them to mention the kinds of jobs. • The teacher writes down the kinds of jobs on the blackboard. • The teacher pronounces the names of jobs and the students pronounce like the teacher’s do. <p>While viewing</p> <ul style="list-style-type: none"> • The teacher plays the video again. • The teacher explains about how to ask and give information about job and occupation. • The teacher then gives them exercises to know how far students understand with topic which will be discussed. <p>Post viewing</p> <ul style="list-style-type: none"> • The teacher asks the students to play a game. The teacher explains the rule of the game. In this game the students must make groups. Every group has a leader. The game is ‘whispering’ friends’. • The teacher gives cards to all leader of the groups. The leader must whisper he/ her friends to give information about the clue in card. And the last student for every groups 	<p>order to help students get the general information about the material.</p> <ul style="list-style-type: none"> - Viewing for detail in order to require the students focus on something very specific related to the material. <p>3. Post- viewing To provide opportunities to the children to present and practice the language.</p>
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								<p>have to write or draw the information on the blackboard.</p> <p>Close activities:</p> <ul style="list-style-type: none">• The teacher asks the students about the materials and summaries the material together.• The teacher and the students reflection together.• The teacher closes the class by greeting them and saying good bye.	
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RPP

School	: SD N Krapayak I
School Subject	: English
Class/ Semester	: 3/ 2
Standard Competence	: Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.
Basic Competence	: Memahami dengan melakukan tindakan sesuai instruksi secara berterima dalam kelas dan sekolah.
Indicators	: <ul style="list-style-type: none">• Students are able to indentify parts of the body• Students are able to do the instruction given by teacher
Skill	: Listening
Theme	: Parts of the body
Time	: 2x 35 minutes

A. The Objective

Students are able to give and do the instructions related to the school contexts.

B. The Material

Language Focus

- Instruction
 - Stand up please!
 - Raise your hand!
 - Sit down please!
 - Touch your eyes!
 - Touch your head!
 - Put your hand down!
- Asking and Giving Information
 - What is this called in English?
 - It is ... (head, nose, etc).
- Vocabularies

- Head, hair, ear, eye, nose, mouth, cheek, forehead, eyebrow, neck, shoulder, finger, arm, etc.

C. The Method of learning: video based method

D. The activities

a. Opening activities

- The teacher greets the students and then they pray together.
- The teacher asks the students' condition.
- The teacher checks the students' attendance.
- Teacher sings a "BINGO" song
- The students listen when the teacher sing a song after that the students sing a song together with the teacher.

b. Main Activities

Pre- Viewing

- The teacher plays the video for a moment to attract the students to watch the video
- The teacher asks the students to guess what the video is about.
- The teacher shows some the flashcards about the parts of the body and asks them to mention the names of the parts of the body.
- The teacher then write down some of the names of the parts of the body on the blackboard based on the students answered.
- The teacher explains about how to ask and give information about parts of the body by using flash cards.
- The teacher invites two students be model in front of the class and practices the dialogue. Teacher: "What is called in English? (The teacher shows the flashcards to the students)". Students: "It is a head".
- The teacher shows the flashcards to the students and asks them to answer like the example.

While- viewing

- The teacher play the video about parts of the body and asks them to view and pay attention.
- The teacher replays the video in order to the students get detail information about the video.
- The teacher gives the tasks to the students. The task is match the pictures with the words on the right side.
- The teacher teach a 'head, shoulders, knees and toes' song while do the actions. Then she asked the students to do like her.

Post- viewing

- The teacher explains about some of class instruction related to the parts of the body.
- The teacher pronounces the instruction and acts out the actions and the students follow the teacher's actions.
- After all the students understand the instruction, the teacher asks the students to play 'Simon says' game. The teacher explains the rule of the game. The students have to do the action like the teacher instruction. If the instruction given using words 'Simon says' such as touch your ear! Or to your hand! indicate that you should not do anything. Do you understand? The teacher asks to them. The teacher calls the first group and does the teacher instruction. One by one the groups do the action until all groups get their turn.
- The teacher gives some letters for each group and asks them to arrange make some words (about parts of the body). The group which could finish the first is a winner.




c. Close activities








- The teacher asks the students about the materials and summaries the material together.
- The teacher asks some questions related to the material to the students.
- The teacher and the students reflect together.
- The teacher and the students sing head shoulder knees and toes song together.
- The teacher closes the class by greeting them and saying good bye.

E. References:

F. Evaluation:

Match the pictures with the words son the right side

No	Pictures	Words
1.		a. Shoulder b. Finger c. Hand d. Eye e. Head f. Ear g. Nose h. Cheek i. Foot j. Nose k. mouth
2.		
3.		
4.		

		
5.		
6.		
7.		
8.		
9.		
10.		

Yogyakarta, 13 February 2013

The English teacher

The teacher

Dwi Sutanti

Dian Iswandari
05202244152

Lessom Plam

School	: SD N Krapayak I
School Subject	: English
Class/ Semester	: 3/ 2
Standard Competence	: Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.
Basic Competence	: Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam kelas dan sekolah.
Indicators	: <ul style="list-style-type: none">• Students are able to identify the things in the classroom• Students are able to do the instruction given by teacher
Skill	: Listening and speaking
Theme	: things in the classroom
Time	: 2x 35 minutes

A. The Objective

Students are able to give and do the instructions related to the school contexts.

B. The Material

Language Focus

- Instruction
 - Point to the calendar!
 - Touch the book!
 - Put your book!
 - Take your pen!
- Asking and Giving Information
 - What is this?
 - It is a/ an ... (book, pen, blackboard etc).
- Vocabularies

- Book, desk, chair, pencil, ruler, blackboard, calendar, lamp, chalk, cupboard, etc

C. The Method of learning: video based method

D. The activities

a. Opening activities

- The teacher greets the students and then they pray together.
- The teacher asks the students' condition.
- The teacher checks the students' attendance.
- Teacher sings a "if you happy and you know it" song
- The students listen when the teacher sing a song after that the students sing a song together with the teacher.

b. Main Activities

Pre- Viewing

- The teacher plays the video for a moment to attract the students to watch the video
- The teacher asks the students 'What is it?' (The teacher shows the picture and asks). The students answer: it is an/ a ...
- The teacher gives some pictures (flashcards) to the students and the students who get the flash cards must answer the teacher question.
- The teacher writes down the students answer on the blackboard.
- The teacher mentions the things in the classroom and pronounces the words.
- The students listen to the teacher pronounces and follow her pronounces the words

While- viewing

- The teacher sing a 'this is a window' song while point forward to the things.
- The teacher asks the students to follow her sing that song.
- The teacher plays the video and asks them what things in classroom based on the video to make sure the students understand the material.
- The teacher gives the assignment to the students. They have to thick the picture based on the teacher instruction. It was done to test the students listening skill. After that, they should do complete the dialogue about how to ask and give information the things in the classroom.
- The teacher checks their answer and after that, she writes the students answer on the blackboard.

Post- viewing

- The teacher explains about some of class room instructions related to the things in the classroom.

- The teacher gives the example those instructions and act out the actions
- The teacher invites four students to come forward in front of the class. The teacher gives some flashcards for every student. The teacher then explains the rule of the game. Every group has to choose one person to be a leader. The leader task is giving the instruction to their team based on the pictures. For example: 'touch the desk' (the students must touch the desk).
- The group acts out the actions. The group that can finish without any mistakes will be a winner.
- The teacher gives the students opportunity to watch the video for the pleasure.













c. Close activities

- The teacher asks the students about the materials and summarizes the material together and asks them some questions related to the material.
- The teacher and the students reflect of the lesson together.
- The teacher closes the class by greeting them and saying good bye.

E. Media: video, pictures, course book Grow with English, LKS






F. Evaluation:

A. Listen to the teacher and then tick the answer!

No	1	2	3
1.			
2.			
3.			
4.			

5.			

B. Complete the sentences below!

1. Bayu: What is it? Dani: it is a/ an ...	
2. Anita: What is it? Linda: it is a/ an ...	
3. Ari: What is this? Ali: it is a/ an ...	
4. Gebby: What is this? Nina: it is a/ an ...	
5. Dony: What is it? Jaka: it is a/ an ...	

Yogyakarta, 27 February 2013

The English teacher

The teacher

Dwi Sutanti

Dian Iswandari
05202244152

Lesson Plan

School	: SD N Krapayak I
School Subject	: English
Class/ Semester	: 3/ 2
Standard Competence	: Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.
Basic Competence	: Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam kelas dan sekolah.
Indicators	: <ul style="list-style-type: none">• Students are able to set the clock based on the teacher instruction• Students are able to identify the numbers and tell the time.• Students are able apply the question and answer of time.
Skill	: Listening and speaking
Theme	: Telling time
Time	: 2x 35 minutes

A. The Objective

Students are able to give and do the instructions related to the school contexts.

B. The Material

Language Focus

- Instruction
 - Set clock at ...!
- Asking and Giving Information about telling time
 - Asking the time
 - What time is it?
 - What is the time?
 - Answering the question
 - It is ... (it is five o'clock).
- Vocabularies
 - Number from 1 (one) to 30 (thirty)

one, two three, four, five, six, seven, eight, nine, ten

Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty,

Twenty-one, twenty- two, twenty- three, twenty- four, twenty- five, twenty –six,

Twenty-seven, twenty-eight, twenty –nine, thirty

C. The Method of learning: video based method

D. The activities

a. Opening activities

- The teacher greets the students and then they pray together.
- The teacher asks the students' condition.
- The teacher checks the students' attendance.
- Teacher sings a "Little Indian" song.
- The students listen when the teacher sing a song after that the students sing a song together with the teacher.

b. Main Activities

Pre- Viewing

- The teacher plays 'what time is it' song.
- The teacher asks the students 'What is the song about?'.
- The teacher sings 'what time is it' song and asks the students to follow her sing that song. They sing a song together.
- The teacher set a clock and mentions it (for example: two o' clock, five o' clock, etc).
- The teacher set the clock and asks the students to guess. After that, she writes down the answer on the blackboard.
- The teacher explains how to ask and give information about the time.
- The teacher invites the students to repeat her pronounces the sentences how asking and giving information about time based on the example.

While- viewing

- The teacher plays the video about time.
- The teacher asks the students to attention the topic on the video. She then pause step by step the parts of the video. She repeats the pronunciation based on the video to give the example for the students.
- The students follow the teacher acts out.
- The teacher gives them an exercise. She writes on the blackboard. She explains what the students should do. I give you five questions on the blackboard. She said.

- After the students finish works it. She invites the students to write their answer on the blackboard.

Post- viewing

- The teacher set o' clock (for example: six o' clock) then the students answer the teacher questions.
- The teacher asks some students to come forward be models and practice to set the clock. Others students guess to answer.
- The teacher divided the students into five groups and gives one mini clock to each group. The students practice until everyone can set the clock and understand how to give and asks information about time.
- Today I want you work in groups. I give you assignment please work together with your friends. She gives the papers for every group. Okay have a look on your paper. You see some pictures about time. Your job is written down the right answer under the pictures. On the other paper there are some clue, you have choose where the right answer is. You understand? She asked to the students. The students answer 'yes miss'.
- The teacher turns around to all groups. She asks whether any the questions are not clear. In this assignment the teacher wants to know students attitude while they work with others.
- After the students finish the assignment, they check together the assignment. The teacher plays again the video and let the students watch it.

c. Close activities

- The teacher asks the students about the materials and summaries the material together.
- The teacher and the students reflect of the lesson together.
- The teacher closes the class by greeting them and saying good bye.

E. Media: course book Grow with English, video, mini clock, pictures

F. Evaluation: Enclosed

Yogyakarta, 6 Maret 2013

The English teacher

The teacher

Dwi Sutanti

Dian Iswandari
05202244152

Lesson Plan

School	: SD N Krapayak I
School Subject	: English
Class/ Semester	: 3/ 2
Standard Competence	: Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.
Basic Competence	: Merespon instruksi sangat sederhana secara verbal
Indicators	: <ul style="list-style-type: none">• Students are able to identify the public places.• Students are able to do the instruction given by teacher.
Skill	: Listening and speaking
Theme	: public place
Time	: 2x 35 minutes

A. The Objective

Students are able to give and do the instructions related to the school contexts.

B. The Material

Language Focus

- Instruction
 - Turn right!
 - Go straight!
 - Turn left please!
 - Stop !
- Asking and Giving Information about public places
 - Where are you going?
 - I am going to ... (market, bank, etc).
- Vocabularies
Bank, Restaurant, Post office, Bookstore, Museum, Hospital, Hotel, Police station, Park, Zoo, Market, Mosque, Temple, etc.

C. The Method of learning: video based method

D. The activities

d. Opening activities

- The teacher greets the students and then they pray together.
- The teacher asks the students' condition.
- The teacher checks the students' attendance.
- Teacher sings a "Hokey Pokey" song.
- The students listen when the teacher sing a song after that the students sing a song together with the teacher.

e. Main Activities

Pre- Viewing

- The teacher plays the video for a moment about public places.
- The teacher asks the students to guess 'what is the video about'.
- The teacher then asks them to mention the kinds of public places and shows the map of public places.
- The teacher using puppet to give the example how to asks and gives information about public places. The teacher to puppet 'where are you going, kaka?' the puppet relies 'I am going to the ...(Bank, Zoo, etc). The teacher then acts as puppet (kaka) asks the students 'where are you going?' the students answer "I am going to... (Hospital or Bookstore).
- The teacher asks two students to come forward. The teacher explains about some instruction related to the material and act out the action. The students repeat her pronounce the instruction and follow her action.

While- viewing

- The teacher plays the video about public places
- The teacher explains the directions related to the topic (for example go straight, turn left, etc). she then write the directions on the blackboard.
- The teacher play again the video also shows power point about public places in order to the students comprehend the whole information.
- The teacher checks the students understanding by holding test related to the material. The students listen to the questions mentioned by teacher then choose by ticking the answer provided.

Post- viewing

- The teacher asks the students to play a game. The teacher explains the rule of the game. in this game the driver have to drive the passenger to the right place. For example the driver asks the passenger 'where are you going?' the passenger answer 'I am going to the post office. Then, the passenger gives the

direction such as go straight, turn right, stop. The driver who can take the passenger to the right place will be the winner.

Closing activities:

- The teacher asks the students about the materials and summaries the material together.
- The teacher and the students reflect of the lesson together.
- The teacher closes the class by greeting them and saying good bye.

E. Media: course book Grow with English, video, map, puppet.

F. Evaluation: Enclosed

Yogyakarta, 13 Maret 2013

The English teacher

The teacher

Dwi Sutanti

Dian Iswandari
05202244152

Lesson Plan

School	: SD N Krapayak I
School Subject	: English
Class/ Semester	: 3/ 2
Standard Competence	: Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.
Basic Competence	: Memahami dengan melakukan tindakan sesuai instruksi secara berterima dalam kelas dan sekolah.
Indicators	: <ul style="list-style-type: none">• Students are able to identify the jobs and occupations• Students are able to do the instruction given by teacher.
Skill	: Listening
Theme	: Jobs and Occupations
Time	: 2x 35 minutes

A. The Objective

Students are able to give and do the instructions related to the school contexts.

B. The Material

Language Focus

Instruction:

- Turn right, please!
- Go straight, please!
- Turn left please!
- Stop!

Asking and giving information about Jobs and Occupations

- What do you do?
- I am a/ an ...(doctor, teacher, etc)

Vocabularies:

Doctor, teacher, Nurse, Pilot, Police, Post office, librarian, etc

Bank, Restaurant, bookstore, hospital, Hotel, Park, Zoo, Police station, Market,

C. The Method of learning: video based method

D. The activities

a. Opening activities

- The teacher greets the students and then they pray together.
- The teacher asks the students' condition
- The teacher checks the students attendance
- Teacher sing 'hokey pokey' song.
- The students listen when the teacher sings a song after that students sing a song together with the teacher.

b. Main Activities

Pre- Viewing

Pre- viewing

- The teacher plays the video for a moment to attract the students to watch the video.
- The teacher asks the students to guess 'what is the video about'.
- The teacher then asks them to mention the kinds of jobs.
- The teacher writes down the kinds of jobs on the blackboard.
- The teacher pronounces the names of jobs and the students pronounce like the teacher's do.

While viewing

- The teacher plays the video again.
- The teacher explains about how to ask and give information about job and occupation.
- The teacher then gives them exercises to know how far students understand with topic which will be discussed.

Post viewing

- The teacher asks the students to play a game. The teacher explains the rule of the game. In this game the students must make groups. Every group has a leader. The game is 'whispering' friends'.

- The teacher gives cards to all leaders of the groups. The leader must whisper he/ her friends to give information about the clue in card. And the last student for every group has to write or draw the information on the blackboard.






Close activities:

- The teacher asks the students about the materials and summaries the material together.
- The teacher and the students reflect together.
- The teacher closes the class by greeting them and saying good bye.

E. References: song, video, game, course book

F. Evaluation:

Complete the sentences based on the pictures!

No	Pictures	Sentences
1.		A: What does she do? B: I am ...
2.		A: What does she do? B:
3.		A: Is he a waiter? B: Yes ...
4.		A: where are you going? B: I am going to ...
5.		A: What do you do B:

Yogyakarta, 13 March 2013

The English teacher

The teacher

Dwi Sutanti

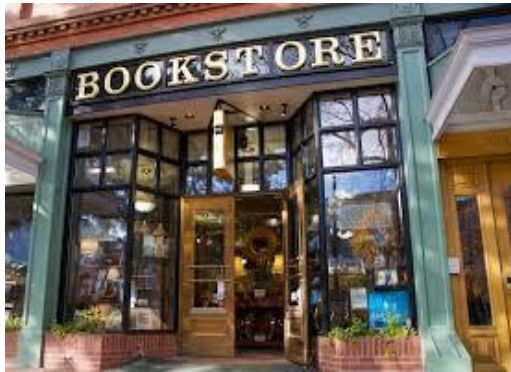
Dian Iswandari
05202244152

DIRECTIONS

		
		
		 NO SMOKING
		

PUBLIC PLACES





JOBS and ACCUPATIONS



CHEF



DENTIST



DOCTOR & NURSE



LIBRARIAN



PILOT



SINGER



TEACHER&STUDENTS



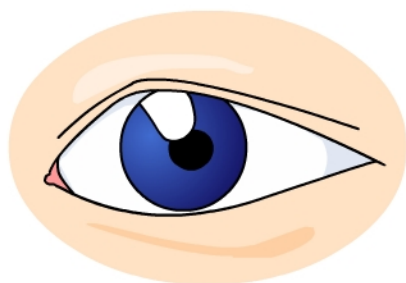
POLICE



<http://www.britishcouncil.org/learnenglish>

HEAD

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

EYE

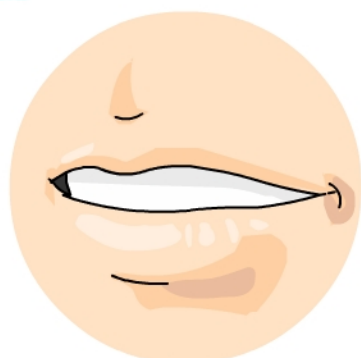
<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

NOSE

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

MOUTH

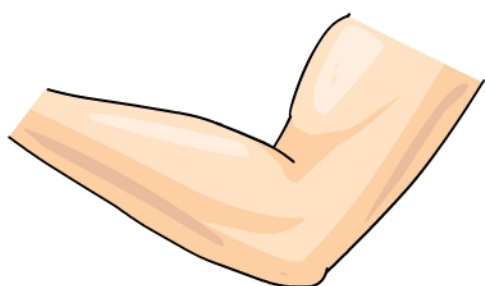
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<http://www.britishcouncil.org/learnenglish>

EAR

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

ARM

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

HAND

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

LEG

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

FOOT

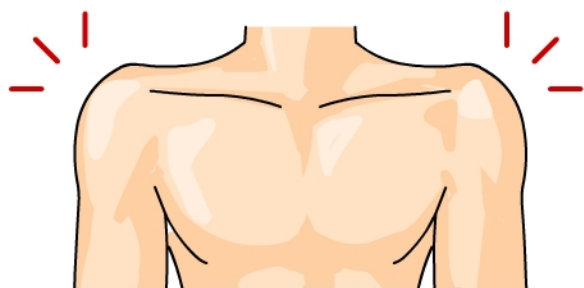
<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

NECK

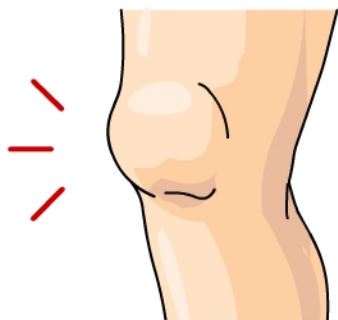
<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

SHOULDERS

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

KNEE

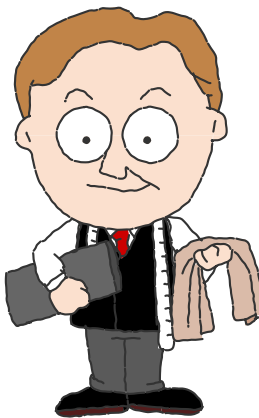
<http://www.britishcouncil.org/learnenglish>



DOCTOR



FIREMAN



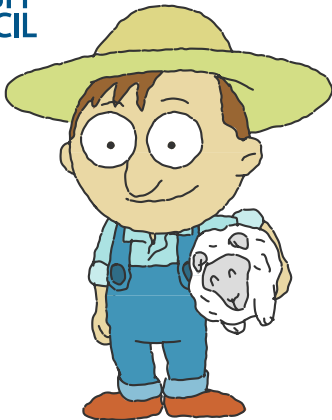
TAILOR



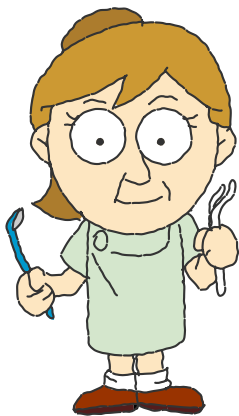
TEACHER



PLUMBER



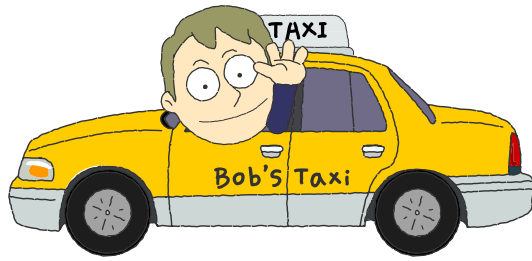
FARMER



DENTIST



BABYSITTER



TAXI DRIVER



POLICEMAN







TELLING TIME



ESL/EFL Resources for Teachers
English.com



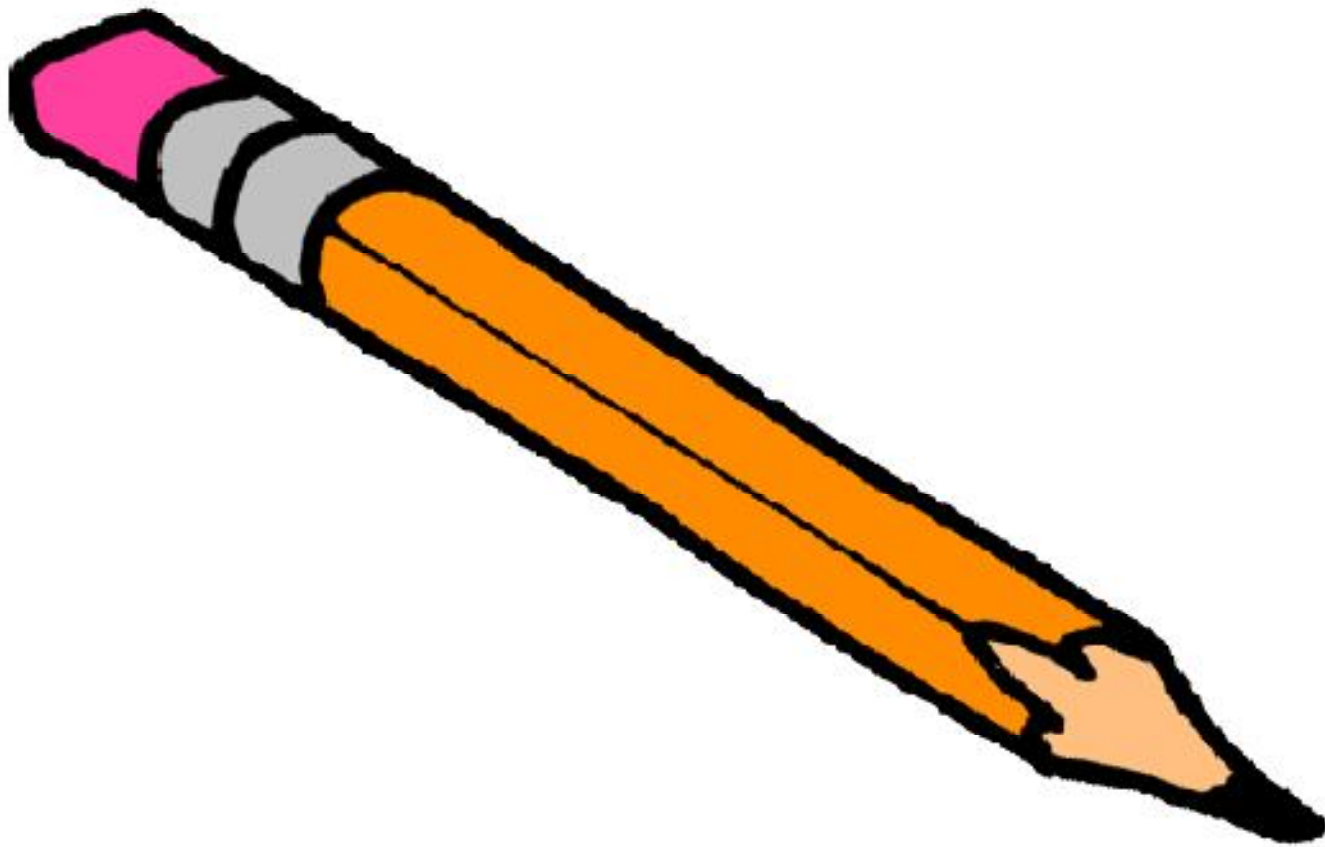
classroom

Flash Cards MES-English.com

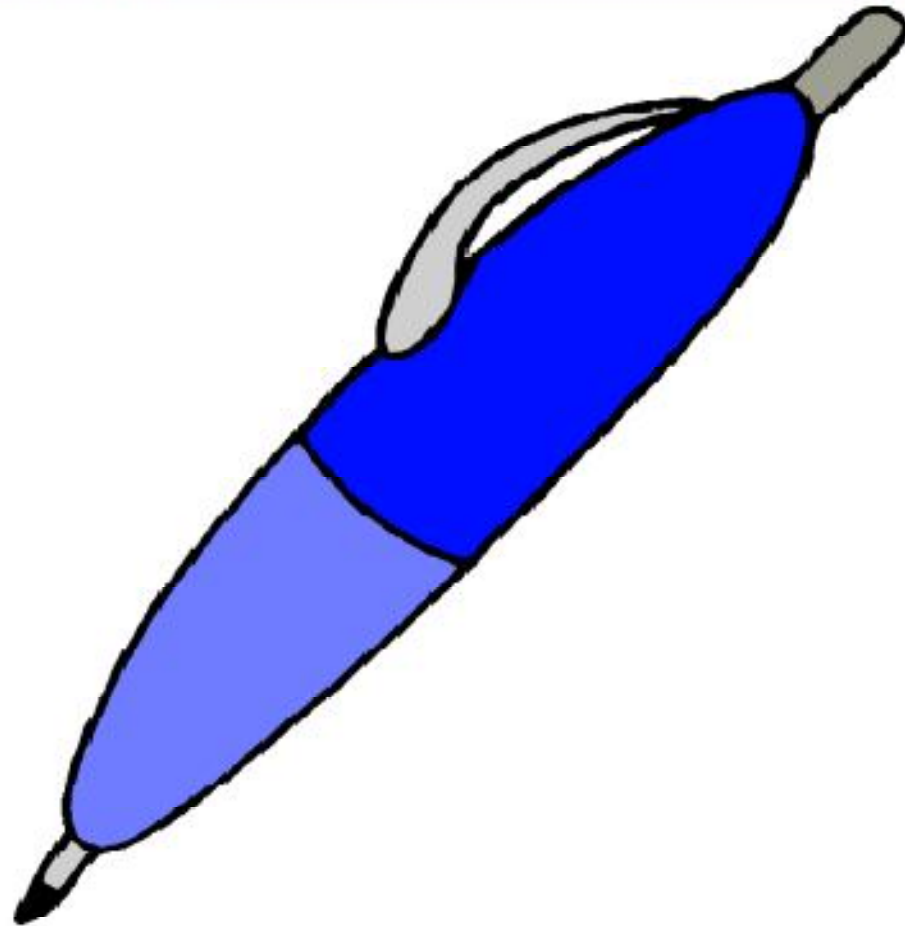
www.mes-english.com



Classroom



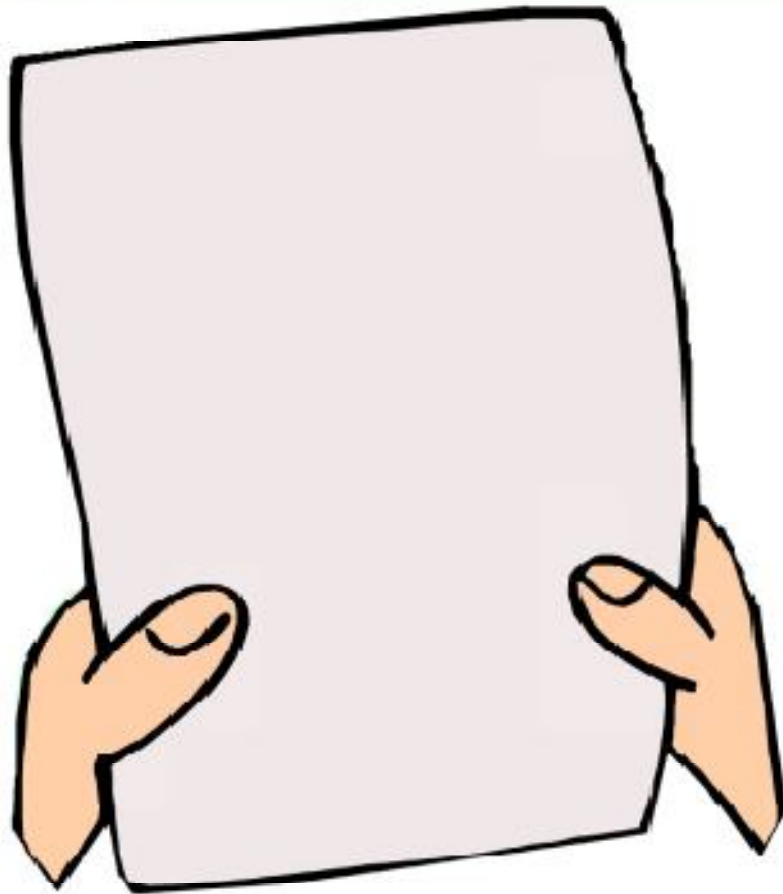
Pencil



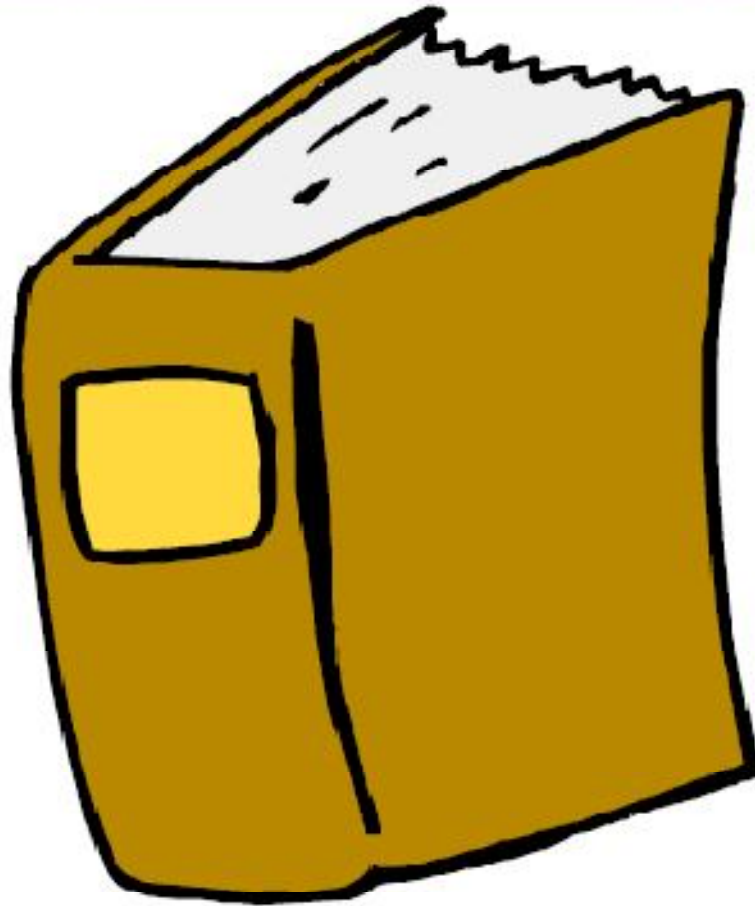
Pen



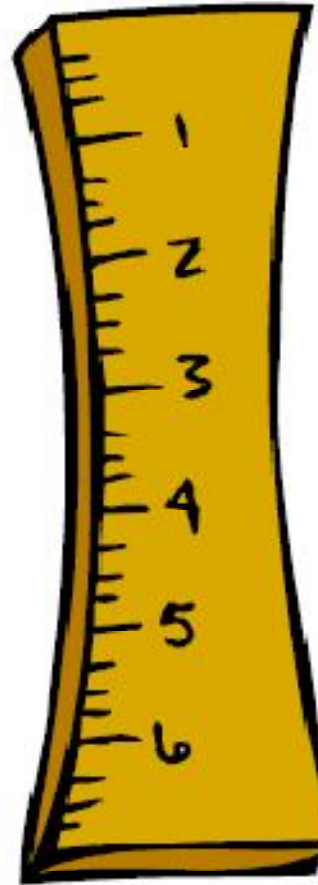
Crayon



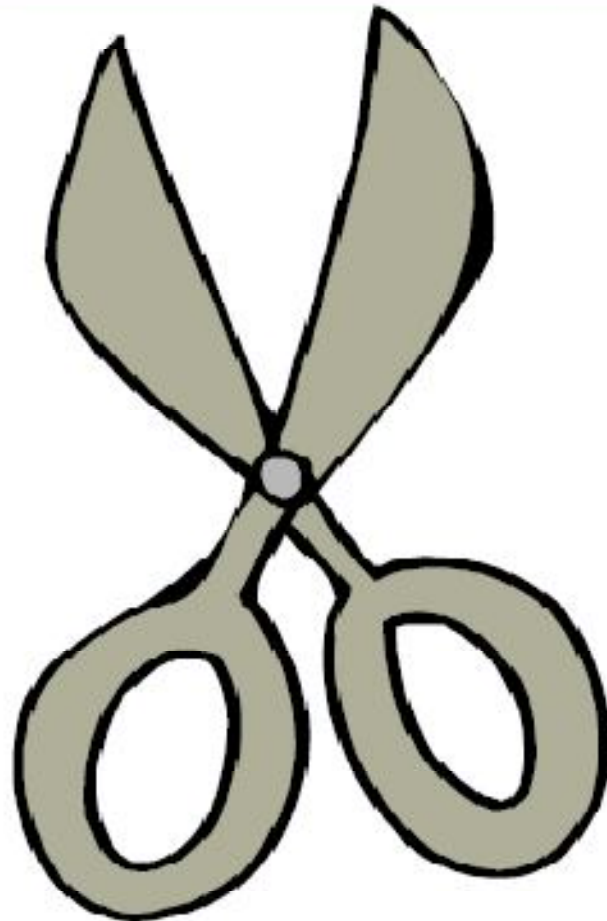
Paper



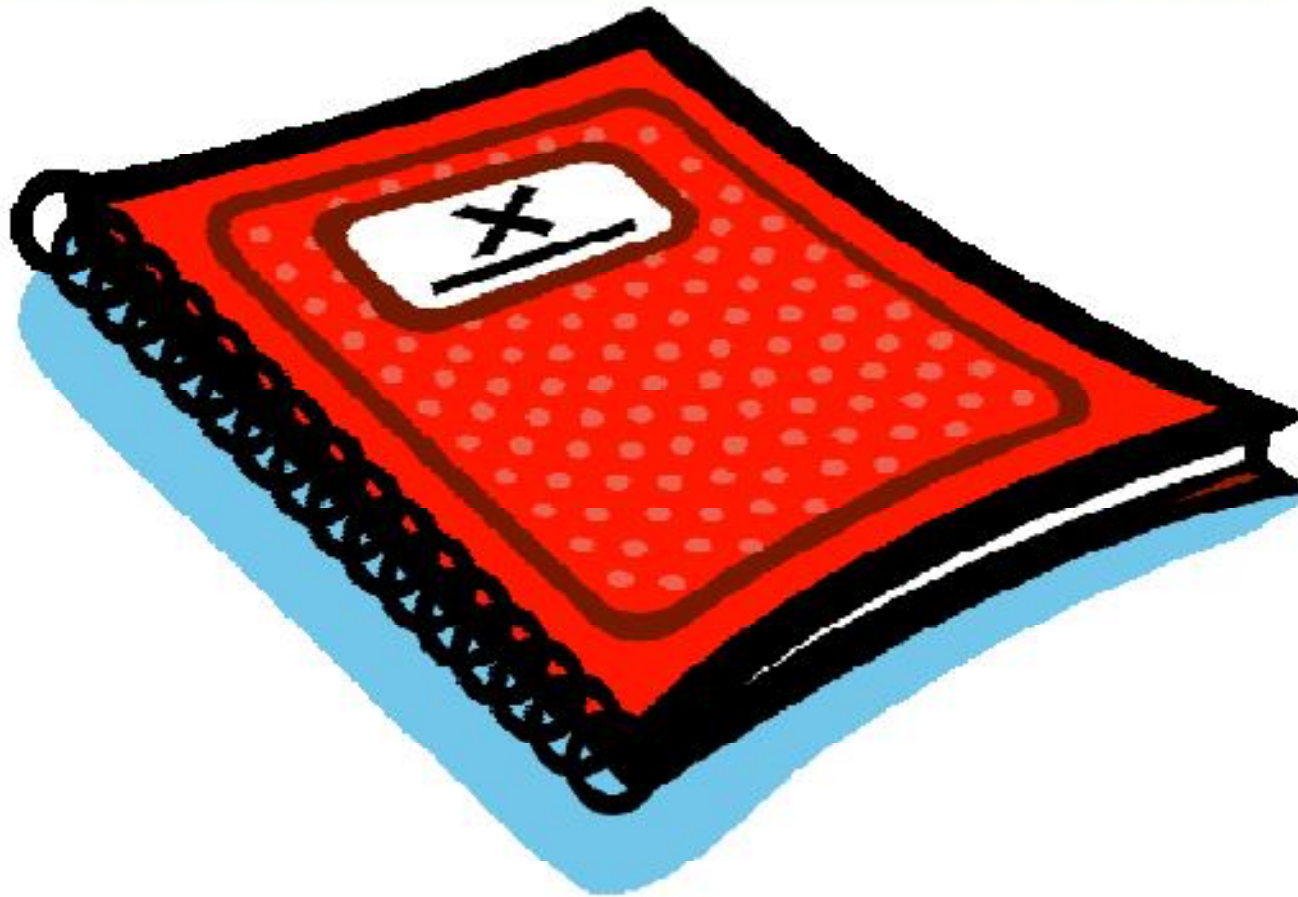
Book



Ruler



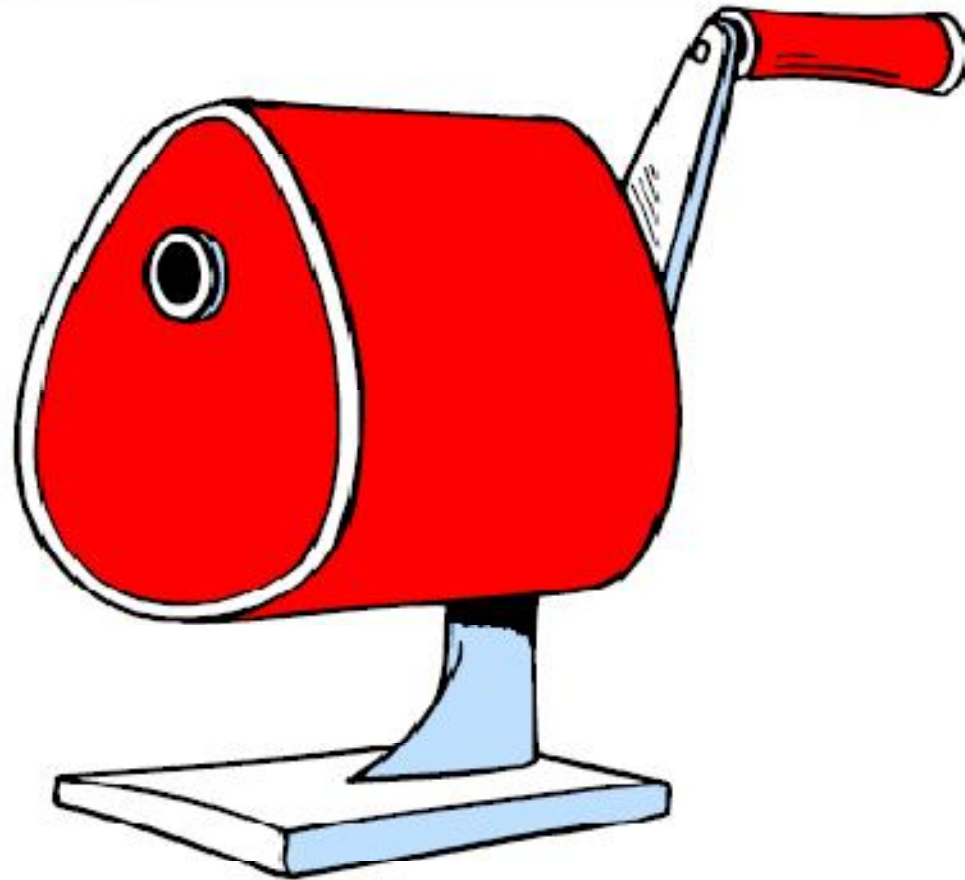
Scissors



Notebook



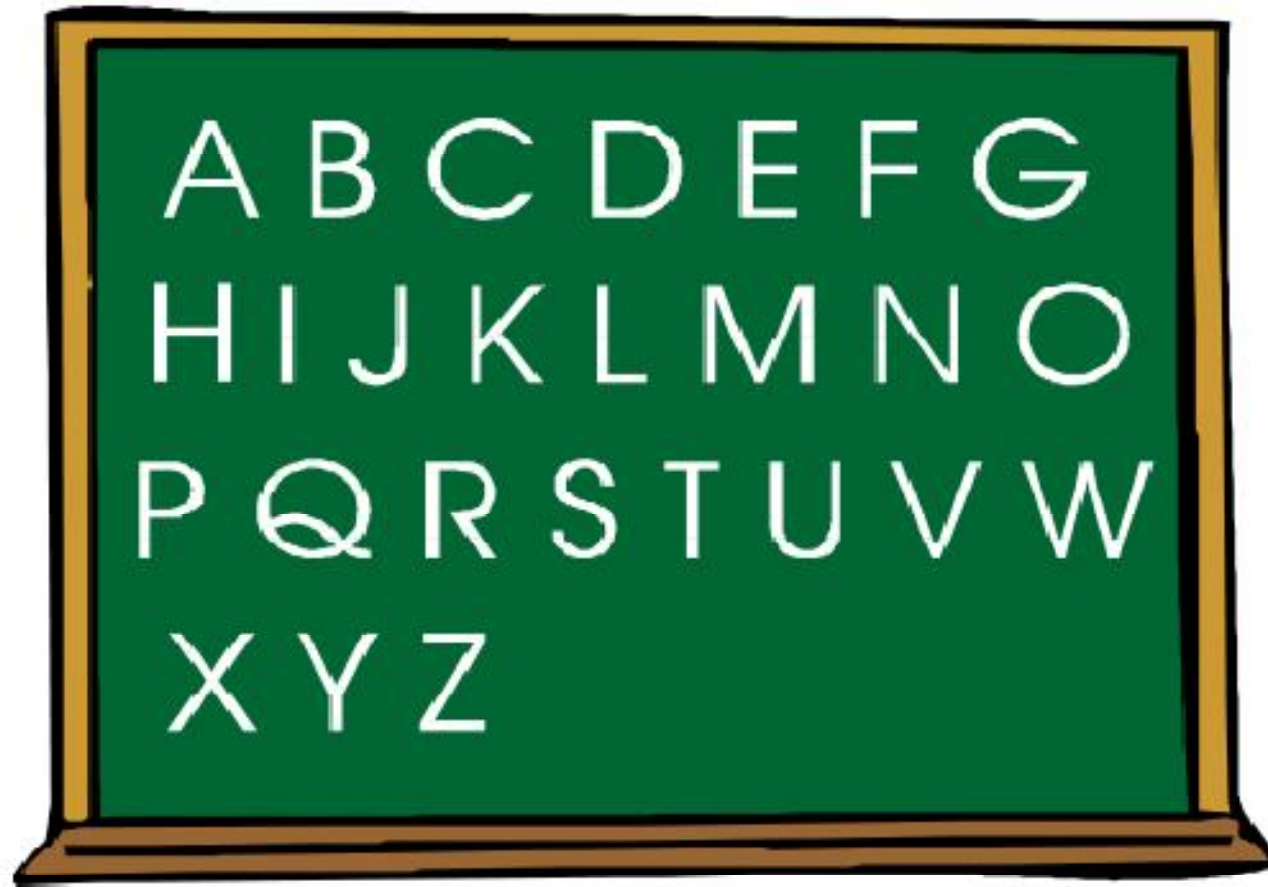
Rubber



Pencil Sharpener



Desk



Blackboard



Computer



Chair